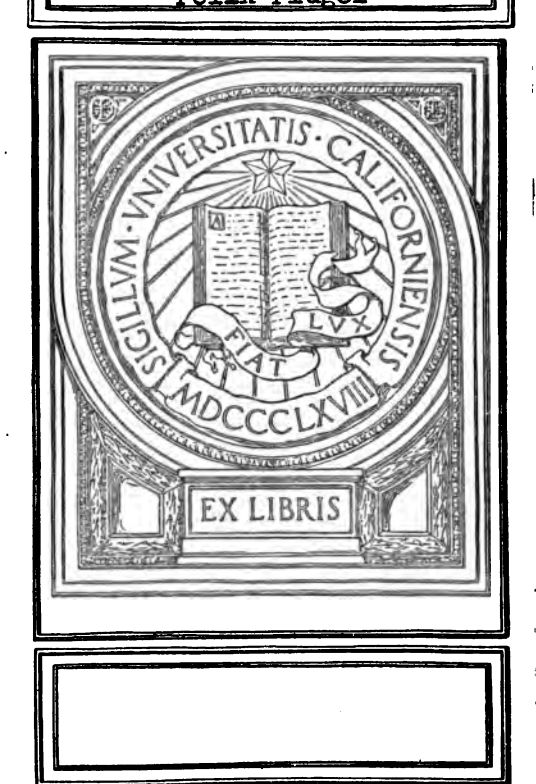

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Lehr- und Lesebuch

der

Englischen Sprache

nach der Anschauungs-Methode

mit Bildern

bearbeitet von

J. und E. M. Lehmann,

Vorsteher einer Knaben-Erziehungsanstalt zu Nürnberg.

I. Stufe:

Die directe Anschauung.

Nihil est in intellectu quod non
fuerit in sensu.

Mannheim.
Verlag von J. Bensheimer.
1872.

W. Hasper'sche Hofbuchdruckerei (A. Horchler) in Carlsruhe.

Vorwort.

Unser nach der Anschauungsmethode bearbeitetes (unter analogem Titel in gleichem Verlage erschienenes) Lehrbuch der französischen Sprache hat sich, schneller als wir es gedacht, in weite Kreise eingebürgert*) und alle Stimmen der Presse, soweit sie uns bekannt geworden, sprachen sich zu Gunsten der Methode und ihrer Bearbeitung aus. Nur da wird sie allerdings nicht Eingang finden, wo man es noch in Frage stellt, ob der praktische Gebrauch der modernen Sprache Zweck der Schule sein könne. Wo aber, sei es von Seiten der Eltern, der Zöglinge oder der Lehrer, die, nach unserer Ansicht, allerdings sehr berechtigte Forderung gestellt wird, daß der Schüler Französisch, Englisch 2c. sprechen und schreiben lerne, da dürfen wir, aus Gründen der Wissenschaft und Erfahrung, die Methode der Anschauung Lehrenden und Lernenden mit gutem Gewissen empfehlen, dringend an's Herz legen.

Wir haben uns im Vorwort unseres französischen Lehrbuches über die pädagogische Berechtigung, die Vorzüge und den Gang der Methode zur Genüge ausgesprochen, und dürfen uns somit hier kurz fassen.

Wir treten mit einem Stöckchen in der Hand vor unsere Klasse, zeigen auf den betreffenden Gegenstand hin, sprechen die englische Benennung desselben laut aus und lassen sie, von dem Einzelnen oder im Chor, so lange wiederholen, bis das englische Wort dem Ohre und Munde des Zöglings ganz so geläufig geworden, wie das bezügliche der Muttersprache. Handlungen nimmt der Lehrer selbst vor oder läßt sie durch die Zöglinge vornehmen (so weit dies eben leicht angeht: keine Aengstlichkeit, kein Extrem in der Anwendung des Prinzips.)

*) Wir danken hiermit für die betreffenden zahlreichen, uns so schätzbaren Mittheilungen unserer Collegen und Colleginnen. Eingeführt wurde das Buch, vielfach im Privatunterricht, dann u. A.: in Berlin (mehrere Anstalten), Charlottenburg, Hamburg, Amsterdam, Straßburg, Rostock, Düsseldorf, Heilbronn, Hermannstadt, S. A. Ujhely (Ungarn), Balsthal bei Solothurn, Halberstadt, Schneeberg, Waldenburg (Schlesien), Kleinzimmern (Hessen), im Kloster zu Montabaur, Zittau u. s. w.

Ist die Anzahl der Wörter, von denen der Lehrer glaubt, daß der Zögling sie für eine Lection vertragen, verdauen kann, eingeübt — dann erst wird das Buch geöffnet und das, was dem Ohr und dem Munde geläufig geworden, auch dem Auge vertraut. Es ist — jeder Pädagoge wird uns dies zugestehen — kein kleiner Vorzug der Anschauungsmethode, daß sie Mund, Auge, Ohr, ja oft den ganzen Körper des Schülers — durch das nicht zu unterlassende Hindeuten auch von Seiten des Zöglings oder das Vornehmen der Thätigkeit — zur Unterstützung des Gedächtnisses mit in Anspruch nimmt; das freudige, thätige, lebensvolle Erfassen der fremden Sprache und die schon in den ersten Stunden sich kund gebenden Erfolge werden den Lehrer reichlich für die sehr vermehrte Mühe und Anstrengung lohnen, welche die Anschauungsmethode allerdings in Anspruch nimmt, da sie die Hauptthätigkeit vom Schüler auf den Lehrer, von der stillen, oft überbürdenden Hausarbeit in die Unterrichtsstunde hineinverlegt, das monotone Auswendiglernen, das ewige Uebersetzen und Corrigiren in lebendige, anregende Hin- und Widerrede (worin der Lehrer sich häufig von Monitoren vertreten lassen mag) umwandelt.

Jede Lection dieses I. Theils besteht aus drei Theilen: Nr. I. ist *nach* der mündlichen Behandlung zu präpariren, d. h. Wort für Wort abzuschreiben und deutsch (oder französisch) zu übertragen; Nr. II. enthält Fragen, welche mündlich oder (und) schriftlich in englischer Sprache vom Schüler *selbstthätig* (verbesserte Ollendorff'sche Methode) zu beantworten sind; Nr. III. endlich wird mündlich und (theilweise oder ganz) schriftlich übersetzt.

Die englische Sprache, mit ihrer *so sehr einfachen* Grammatik, eignet sich noch besser als jede andere für die Methode der Anschauung, und da noch außerdem sehr viele ihrer Ausdrücke für den Deutschen kaum *erlernt* zu werden brauchen, so gestattet der Lehrgang ein rasches Voranschreiten: wir haben denn auch im Material der Lectionen dem Lernenden eine ziemliche Portion mehr zugemuthet, als im Französischen. Nun zeigt uns aber die Praxis — wir wendeten nämlich das Buch schon während des Druckes Bogen um Bogen bei unserer Jugend an — daß wir des Guten fast etwas zu viel gethan haben und es dürften auf gar manche Lection statt drei wohl vier bis sechs Stunden zu verwenden sein. Denn das „Eile mit Weile" ist nirgends nothwendiger als im Sprachunterricht und was der Schüler hier nicht so lernt, daß es in Fleisch und Blut übergeht und ihm zur Verfügung steht gleich seiner Muttersprache, das hat er, nach den Grundsätzen unserer Methode, fast so gut als gar nicht gelernt.

Wie wir bereits in unserem französischen Lehrbuche bemerkten, so ist die englische Jugendliteratur eine ungemein reiche und besitzt namentlich, ähnlich der deutschen und ganz entgegengesetzt zur französischen, einen unerschöpflichen Reich-

thum lieblicher, leichter, kindlicher Poesien — freilich mitunter blose gereimte Prosa; wir haben einen ausgiebigen Gebrauch von diesen Gedichtchen gemacht, und glauben uns damit den Dank der Lehrenden und Lernenden zu verdienen. Die Kinder lernen sie leicht und gerne — Rhythmus und Reim unterstützen das Gedächtniß ungemein — und die so schwere englische Prosodie, die Setzung des Accents, wird in natürlichster Weise und in hohem Grade dadurch erleichtert. Wir lassen von unsern Zöglingen schon gleich nach den ersten Lectionen täglich je eine oder zwei Zeilen dieser Gedichtchen memoriren.

Die Bilder gehören wesentlich zu unserem Gange und unserer Methode. Sie erleichtern das Erlernen und Behalten der Vocabeln außerordentlich und gewähren einen wahrhaft unerschöpflichen Stoff zur Conversation, die ohne ein solches äußere Hilfsmittel stets allzu leicht schaal, gegenstandslos, dem Lehrer und Schüler zur Qual wird, sich in den Sand verläuft. Wir gehen zum Benennen, Betrachten, einfachen Besprechen der Bilder schon über, sobald ein Theil der directen Anschauung erschöpft ist (während natürlich das eigentliche Besprechen derselben der ersten Stufe nachzufolgen hat). Wir werden deshalb Sorge tragen, daß diese II. Stufe (die im Manuscript vollendet ist) rasch nachfolgen wird. Sie wird neben dem reichen Stoffe aus dem Leben — des Menschen und der Natur — eine möglichst vollständige Leselehre und Elementar-Grammatik enthalten und das Buch damit abschließen.

Ist das Französische eine Cultursprache, elegant, die internationale der gebildeten Welt, so ist die englische naiv, ehrlich, dem Deutschen viel näher verwandt, eine Geschäftssprache und bildet mit unserer Muttersprache die dritte in dem Bunde, dem bald kein Gebildeter mehr fremd sein darf. Möchten unsere Bemühungen für erleichtertes, gründliches Kennen und Können derselben von einem guten Erfolge begleitet sein!

Nürnberg, Ostern 1871.

J. & E. M. Lehmann.

Errata.

Page:	*Line:*	*Instead of:*	*Read:*
1	14	ste	aste
5	2	full voll	two zwei, shoe Schuh
—	17	Stock	Rock
9	27	am	I am
—	30	genėral	gen'eral
19	3 u. 4	s	Is
23	31	diffi'cult	dif'ficult
25	1	spuare	square
31	12	is is	it is
36	2	are a	are
36	8	longer	shorter
—	—	shorter	longer
46	26	go	go to
48	16	It put	I put
56	last	[19]eyelash	[19]eyelid
—	—	[20]eyelid	[20]eyelash
61	20	gross	cross
64	9	kyndled	kındled
69	11	this	his
—	13	hand	hands
73	12	in	at
74	30	seamstresss	seamstress
76	5	gehe	gebe
86	5 ff.	Joe	Willie
92	32	he	we
—	—	we	he
93	2	sein	seiend.
94	22	simplıcity	simplícity
95	26	hat Whad	What had
100	6	*after* thou art	*supply* thou must
102	2	progresses are	progress is
—	18	you	your
103	7	me[4]	me[5]
—	10	There	[5]There
111	17	me	my
—	19	is	it
112	22	9¼	9

Page:	*Line*:	*Instead of*:	*Read*:
119	3	hy	by
125	1	sald	said
127	33	muc	much
—	—	kneeled	kneeled[6]
130	12	Danisk	Danish
131	18	courtes'y	courte'sy
132	9	Jane	lane
133	24	ŏwner	ōwner
134	1	patieuce	patience
139	7	wc've	we've
141	7	an	and
—	9	2	3
142	15	ot	of
—	23	ehildhood	childhood
143	2	mar[1]	mar[2]
144	1	ol	of
—	4	hy	by

Stimmen der Presse

über Lehmann's „Französisches Lehr- und Lesebuch.“

1. **Preußische Schulzeitung**, Nr. 24, Berlin 13. Juni 1869. Ein einigermaßen geläufiges Sprechen (der lebenden Sprache) wird nimmer erreicht durch gelegentliche Conversationsstunden in den obern Klassen, sondern nur durch planmäßige von der Unterstufe an fortgeführte Uebungen. Als vortreffliches Unterrichtsmittel haben sich dabei Bildertafeln bewährt, bei deren Besprechung sich sogleich mit der Anschauung der fremde Name einprägt, eine Methode, die sich seit Amon Comenius bewährt hat.... Das Lehmann'sche Buch ist ein umfangreiches Werk, in dem die Anschauungsmethode am vollständigsten ausgeführt. Mit großem Geschick ist das für die Kinder Interessante hervorgehoben. . . . Aus der III. Stufe wird Mancher entnehmen, wie auch französische Gedichte für Sprechen und Schreiben nutzenbringend gemacht werden können. . . . Der Verfasser bietet ein reichhaltiges Material und wir fügen hinzu, daß es auf die gediegenste und zweckmäßigste Weise verarbeitet ist. . . . Ihm gebührt das Verdienst, diese Methode bis auf die Einzelheiten hinein klar dargelegt zu haben. Wir empfehlen dieses fleißige tüchtige Werk aus voller Ueberzeugung.

2. **Allgem. Schulzeitung**, Nr. 34, Darmstadt 21. Aug. 1869. Es ist nicht zu bestreiten, daß die Real- und Bürgerschule, die Gewerb- und Handelsschule, Institute und Pensionate beim Unterricht in der französischen Sprache darauf hinarbeiten müssen, daß ihre Schüler diese internationale Sprache Europa's auch sprechen und schreiben lernen und ebenso richtig ist es, daß mit der alten grammatisch-philologischen Methode dieser Zweck nicht erreicht wird und nicht erreicht werden kann. Darum bemüht sich der Verfasser, durch sein Buch einer neuen auf Anschauung in der Wirklichkeit oder im Bilde basirten Methode Eingang zu verschaffen. . . . Wir zollen dem Verfasser vollen Beifall zu seiner Methode, wenn auch anfangs die Einübung der ersten Worte viel Zeit und viel Mühe erfordern wird, so lohnt sich dies später reichlich. . . . Wir empfehlen dieses höchst interessante Buch zur Einführung bestens und zweifeln nicht, daß gute Resultate damit erzielt werden.

3. **Magazin für die Literatur des Auslandes**, Nr. 9 S. 126. Eine neue Methode des Unterrichts in der französischen Sprache. Bei dem so lebhaft sich steigernden internationalen Verkehr der modernen Kulturvölker (der vielleicht ein wirksameres Palliativ gegen Kriegsgefahren bildet, als alle feierlichen Verträge) stellt sich auch immer dringender für den Einzelnen das Bedürfniß heraus, die betreffenden Sprachen zu beherrschen oder doch wenigstens zu verstehen. Vor Allem ist der Besitz des Französischen dem Deutschen fast unerläßlich geworden, denn Französisch ist und bleibt der Schlüssel im Weltverkehr und gewiß ist es kein Zufall, daß gerade diese Sprache dazu geeignet gefunden worden-

Dem gegenüber ist die so äußerst mangelhafte Vorbildung im Französischen, die immer noch auf den Gymnasien und anderen gelehrten Anstalten geleistet wird, im höchsten Grade ungenügend zu nennen. Um nun wenigstens auf Real- und Bürgerschulen dieser Lebensanforderung besser Rechnung tragen zu können, „um eine Beherrschung des Französischen bis zum freien mündlichen und schriftlichen Ausdruck zu erreichen, was der bisher üblichen grammatisch-philologischen nicht möglich", hat Herr Ignaz Lehmann, Vorsteher einer Knabenerziehungsanstalt zu Neustadt an der Haardt (Rheinpfalz), [jetzt in Nürnberg] eine ganz neue Methode ausgearbeitet, deren hervorstechendster Zug darin besteht, daß er den zuerst von Pestalozzi aufgestellten Grundsatz, daß jeder Elementarunterricht mit der Anschauung beginnen müsse, auch auf den Sprachunterricht anwendet.... Der Vorzug der Methode ist sicherlich nicht gering anzuschlagen, wenn man anerkennt, daß nicht nur das Wissen, sondern das Können, d. h. nicht blos die Sprache, sondern das Sprechen dem Schüler von der Schule mitgegeben werden soll. Den eigentlich grammatischen Unterricht will Herr Lehmann erst dann beginnen lassen, wenn eine gewisse Fertigkeit im Sprechen bereits erlangt ist, und nicht, wie es bisher üblich war, „die erste Lection mit régal u. bocal, mit caillou und matou, mit zehn Regeln und 20 Ausnahmen beginnen". . . Auf der dritten Stufe beginnen die Lectures graduées, und hierfür ist es Herrn Lehmann gelungen, ein so reiches und gutes Material herbeizuschaffen, daß man sagen kann, in diesem einen Bande sei eine ganze Bibliothek enthalten, da hier wirklich jedes Stück mustergiltig ist. . . . Allerdings stellt diese Methode an die Lehr- und Sprachfertigkeit des Lehrers weit höhere Ansprüche als alle früheren, wo sich aber tüchtige gewandte Lehrer finden, da glauben wir in der That, daß die Resultate höchst überraschend sein werden und müssen.

4. **Cornelia**, Nr. 11, Leipzig 12. Januar 1869. Die Leser der Cornelia erinnern sich gewiß des trefflichen Aufsatzes von K. Körbitz in Dresden. In demselben war eine Methode der Anschauung erläutert, die sicherlich die schönsten Erfolge erlangen muß. Wir können daher in der Beurtheilung des obigen in der That ausgezeichneten Werkes kurz sein. . . . Das gediegene Buch eignet sich in ausgezeichneter Weise namentlich für die Familien, für Hauslehrer, Bonnen ꝛc., aber eben so angenehm und willkommen wird es den Lehrern sein, die den ersten französischen Unterricht in Schulen zu ertheilen haben. Der Preis, 1 Thlr. 10 Sgr., ist bei dem Umfange des Buches und der Brauchbarkeit desselben in der That billig zu nennen.

5. **Magazin für Pädagogik**, (Süddeutsches Katholisches Schulwochenblatt), Nr. 1, Spaichingen, 5. Januar 1869. Die Methode des Anschauungsunterrichts oder besser gesagt: des anschaulichen Unterrichts, hat sich in Deutschland einen neuen Lehrgegenstand erobert, das Lehren und Lernen des Französischen in Schulen. . . . Die Geburtsstätte dieser neuen auf die Anschauung gegründeten Lehrweise der französischen Sprache sind die Ufer des Rheins. . . . Recht anschaulich stellt Herr Lehmann die neue Methode dar (folgt ein Auszug aus der Vorrede). . . . Wir halten diese auf Anschauung gegründete Methode einer fremden, insbesondere einer lebenden Sprache, die vom Schüler endlich gesprochen werden soll, für ebenso anregend als der Natur des Kindes entsprechend.

6. **Breslauer Zeitung**, vom 25. Februar 1869. Eine schätzenswerthe Bereicherung des Vorrathes von Lehrmitteln. Die leitenden Gedanken der vorliegenden Methode kommen, wie der Verfasser in der Vorrede erklärt, von Pestalozzi, von erfahrenen Schulmännern des Elsaß, wo die dringendste Nothwendigkeit zu praktischem Verfahren zwingt (zwang) und von der eigenen dreißigjährigen Lehrthätigkeit. Die aus der nächsten Anschauung genommenen Begriffe

werden nach der Seidenstücker-Ollendorf'schen Weise in Fragen, Befehlen und Antworten auf das Leichteste zusammengestellt und wiederum aus Erzählungen und passenden Gedichten mit Questionnaires nach der Art Robertsons und der Conversationsgrammatiken herausgesucht. Von Anfang an soll so viel als möglich in der fremden Sprache unmittelbar gedacht, so wenig als möglich mechanisch übersetzt werden. Da wo das gebotene Material für die geringe Zahl wöchentlicher Stunden zu reichlich erscheint, kann dieses Buch neben einem leichteren Leitfaden mit vielem Nutzen als Lesebuch, Vocabularium und Anleitung zu Styl und Conversation benutzt werden. So sei denn diese wackere Arbeit dem lehrenden und lernenden Publikum bestens empfohlen.

7. **Mannheimer Journal**, Nr. 289, 5. November 1868. . . . Dieses äußerst zweckmäßige Lehrmittel zum Unterricht in der franz. Sprache wird sich bald überall Bahn brechen. Der Verfasser geht von dem ganz richtigen Grundsatze aus, daß wenn (wie hier) der Sprachunterricht schon von seinem ersten Stadium an zugleich als Unterrichtsmittel benutzt wird, wenn das im Worte Vorgeführte zugleich durch Anschauung oder bildliche Darstellungen leichter begreiflich gemacht und daneben durch die ganze Grundlage des Lehrbuchs der Lehrer dahin gedrängt wird, den Unterricht fortwährend zu einem praktischen zu machen, das Lernen selbst den Schülern noch einmal so leicht und sicher sei. Diese Methode hat Vieles für sich und verspricht die besten Resultate.

8. **Der israelitische Lehrer**, Nr. 23 vom 9. Juni 1869. . . . Es bleibt mir nur noch übrig, meine Ansicht über eine Methode auszusprechen, die noch sehr neu und erst durch wenige Elementarbücher vertreten ist. In dieser Methode liegt meiner Ueberzeugung nach ein großer Fortschritt und ihr gehört die Zukunft an, wenn sie wesentliche Vorzüge früherer Methoden nicht geringschätzig übersehen, sondern unbeschadet ihrer wesentlichen Eigenthümlichkeiten sich aneignen wird. Abgesehen von dürftigen Angaben über dieselbe, die ich theils mündlich, theils schriftlich erhielt, habe ich sie erst durch einen ihrer Vertreter, Herrn Lehmann, kennen gelernt, der auf der vorjährigen Reallehrerversammlung in Bingen einen Vortrag über die zweckmäßige Methode hielt, nach welcher der Unterricht in der französischen Sprache zu ertheilen sei. In seinem lebendigen, anregenden und interessanten Vortrag characterisirte er die früheren Methoden des Unterichtes in den neuen Sprachen und ging dann zur Schilderung der Methode der Anschauung über, deren Erfinder er zwar nicht ist, zu deren eifrigsten Vertretern er aber gehört. . . . Von der unmittelbaren Anschauung geht der Verfasser zur mittelbaren (indirecten) Anschauung über. . . . Er wird von der richtigen Ansicht geleitet, daß sogenannte Conversationsstunden wenig günstige Erfolge aufzuweisen haben, und daß es sich mit denselben verhalte, wie mit den von älteren Pädagogen für gewisse Stunden festgesetzten Denkübungen. So wie diese weggefallen sind, da in jeder Unterrichtsstunde das Denken geübt werden muß, so muß die Conversation auch nicht in einer einzelnen Stunde, sondern in jeder an dem gerade vorliegenden Stoffe geübt werden. Was der Verfasser über Chrestomathien sagt, enthält eine sehr beachtenswerthe Wahrheit. . . . Dagegen bietet Lehmanns Lehr- und Lesebuch schon frühe kleine Gedichte, Beschreibungen und Erzählungen, die keine großen Schwierigkeiten und nicht einmal eine große Menge neuer Wörter und neuer Ausdrücke bieten, so daß der Schüler ihren Inhalt verstehen kann, ohne sich allzusehr anstrengen zu müssen. Die Freude über den glücklichen Erfolg aber bereitet dem Schüler solches Vergnügen, daß selbst eine für eine frühere Altersstufe passende Erzählung ihm gefallen wird. . . . Der Inhalt ist ein sehr mannigfacher und interessanter. . . . Das ganze Werk ist zu weitläufig angelegt, um in einer Realschule, wo gewöhnlich nur vier Stunden in der Woche dem Unter-

richt im Französischen gewidmet sind, Eingang finden zu können; dagegen wäre es für Unterrichtsanstalten, die das Französische früher, mit dem 8ten oder 9ten Jahre, beginnen und demselben soviel Unterrichtsstunden als die Gymnasien dem Latein zutheilen, zu empfehlen.

9. **Schulfreund**, XXVI. Jahrg. 1870. 2. Heft. . . . Die Methode, den Unterricht einer fremden Sprache in der (vom Verfasser) bezeichneten Weise auf die directe Anschauung zu gründen, ist in der letzten Zeit vielfach (?) zur Anwendung gekommen und die Zweckmäßigkeit derselben wird kein Lehrer, der dieselbe versucht hat, mehr bestreiten. Der Lehmann'sche Lehrgang behandelt den Elementarunterricht in der französischen Sprache nach dieser Methode in sehr erschöpfender und für das Kindesalter höchst anregender Weise; er darf wohl in dieser Beziehung als eine wirklich bemerkenswerthe und unter den bisher bekannten praktischen Lehrgängen ausgezeichnete Erscheinung betrachtet werden.

10. **Norddeutsche Schulzeitung**, Nr. 13, 1870. Das Lehren der neuern Sprachen an die Anschauung anzuknüpfen, ist bisher noch wenig versucht worden. Unseres Erachtens ist dieser Versuch, den der Verfasser in dem vorliegenden Werke niedergelegt hat, als sehr gelungen zu betrachten und wir empfehlen es deshalb den Schulmännern, um dasselbe in der Praxis (noch weiter) zu erproben.

11. **Pädagogisches Archiv**, Bd. XII. 1870. Die Reichhaltigkeit, die geschickte Anordnung und die gesunden pädagogischen Grundsätze dieses Lehrbuchs sind sehr anzuerkennen . . . und es sei dasselbe dem Hause und Privatinstituten angelegentlich empfohlen. —

Die Bescheidenheit verbietet uns die ungemein zahlreichen Privat-Mittheilungen unserer Collegen und — besonders — unserer verehrten Colleginnen in dieser Weise zu excerpiren.

Schließen wir mit dem, was uns ein College aus Amsterdam schreibt:

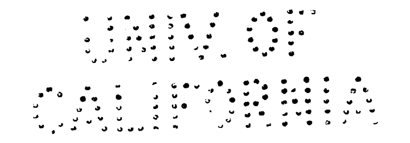
Die Anschauungsmethode, in Ihrer Behandlung, hat eminente Vorzüge vor den bisherigen Lehrweisen:

1) Sie gibt statt des todten Wortes die belebende Anschauung in Sache und Bild.
2) Sie verringert dadurch und ferner, daß sie Auge, Ohr, Mund (oft das Hinzeigen und Thun) zum Lernen in Anspruch nimmt, die Last des Gedächtnisses und fördert den formalen Zweck des Unterrichts.
3) Sie verlegt den Hauptheil des Lernens von der in ihrem Erfolg sehr problematischen, den Schüler oft überbürdenden Hausarbeit in die Unterrichtsstunde selbst.
4) Sie beschränkt ganz bedeutend das ewige Uebersetzen, durch welches doch die Sprache niemals ein frei zu beherrschendes Eigenthum des Lernenden wird, und das ewige Corrigiren, dessen Zeit und Kraft in Anspruch nehmende Last und Mühe mit dem zu erzielenden Erfolge im schreiendsten Mißverhältnisse stehen.
5) Sie bildet eine natürliche und unerschöpfliche Grundlage für die s. g. Conversationsstunden.
6) Sie erhöht ganz bedeutend die Lust zum Lernen und sichert so dessen Erfolg.
7) Sie ermöglicht schon von der ersten Stunde an den Gebrauch des zu erlernenden Idioms als Unterrichtssprache.



I. Stufe.

Directe Anschauung.



Einleitung.

Ueber die Aussprache.

1.

Das englische Alphabet.

Aa	**Bb**	**Cc**	**Dd**	**Ee**	**Ff**	**Gg**	**Hh**	**Ii**	**Jj**	**Kk**	**Ll**
äi	**bi**	**ßi**	**di**	**ih**	**eff**	**dschi**	**ehtsch**	**ei**	**dsche**	**keh**	**el**
Mm	**Nn**	**Oo**	**Pp**	**Qq**	**Rr**	**Ss**	**Tt**	**Uu**	**Vv**	**Ww**	
em	**en**	**ou**	**pi**	**kju**	**ar**	**es**	**ti**	**ju**	**wi**	**dobbl-ju**	
Xx	**Yy**	**Zz.**									
eks	**uei**	**sedd.**									

NB. Alle deutsche Buchstaben können den englischen Laut nur annähernd wiedergeben.

2.

Die englischen Vocale:

a, *e*, *i* (y), *o*, *u* sind entweder lang (-) oder kurz (⌣). Sie sind lang und werden wie: **äi, i, ei, ou, ju** ausgesprochen:

a) wenn sie eine betonte Sylbe schließen: A ein, he er, I ich, no nein, by bei, durch, baker Bäcker, fever (w) Fieber, spider Spinne, over über, pupil Schüler;

b) vor einem einfachen Consonanten, der mit dem stummen *e* schließt (auch in able, ange, ste): ape Affe, here hier, mine der meinige, lyre Lyra, more mehr, tune Ton, table Tisch, change ändern, haste Eile.

NB. Wir bezeichnen die Länge mit -, die Kürze mit ⌣ und soll ein Buchstabe (außer dem Schluß-e) stumm sein, so drucken wir ihn italisch, z. B. dum*b*, hym*n*. Die Silbe, die den Ton haben soll, bezeichnen wir mit dem Accent (´ oder `); in der Regel gilt das Längezeichen - zugleich für den Accent mit.

Exercise: ba, be, bi, by, bo, bu, po, pa, pu, pi, pe, py, re, ro, ra, ri, ku, ky, my, no, by, go, sly, me, a, I, baker, lame, bite, nine, hole, take, babe, five, make. Die unbetonten Silben werden sehr schnell und dumpf gesprochen: paper, fuel, vital, cedar, regal, viper, fever, favor, hero, negro, tulip, briar, cider, local, oval, fatal, final; sprich: päipr, fjuil, weitel etc.

3.

In allen andern Fällen sind die Vocale kurz und lauten:

a wie ă (nach a hin), e wie e, i und y wie i, o wie o (nach a hin), u wie ŏ (nach o hin): hat Hut, bed Bett, is ist, hymn (him) Hymne, not nicht, nut Nuß.

Exercise: ha, has, be, beg, mile, in, fine, sin, cane, can, cap, cape, tube tub, hōlў, fat, fate, fire, fill, hope, hop, pipe, pick. He is by me; I am up, is he by us? go in, an ox; I am here, here is my boy; is it hot? He, has got a mad dog. Ann can hem my cap. Bakers can bake cake. Is it a fine dog? A ponў is a verў little hŏrse. The best paper is made of fine rags. A tùlip is very fine. I like my sister. Cŏme and help me a little. Is oil in the lamp? He came in haste. Let us rest on the bed Vipers can bite. Cider is made of apples. A vial is a little bottle.

4.

Einige Ausnahmen.

1. A vor l, und nach w und qu wie oa: all alles, wall, Wand, salt Salz, false falsch, qual'ĭtў Beschaffenheit, quan'tĭtў Menge, warm warm, wash waschen, what (hwott) was, war Krieg. Es ist ă kurz in: have haben, shall soll. Es lautet wie *a* vor *lf*, (*l*ves), *lm*, r und in der Endsilbe and: ha*lf* halb, ca*lf* Kalb, ca*lm* ruhig, far fern, command' befehlen.
2. *e* lautet beinahe wie ö vor r: her ihr, und ist kurz in: whĕre wo, thĕre da, ĕre ehe.
3. *i* wie ö vor r: bird Vogel, shirt (schört) Hemd, sir Herr, dirt Schmutz; ist lang vor ld, nd, ***gh***, ***gn***: wild (ueild) wild, child (tscheild) Kind, kind gütig, si***gh*** seufzen, hi***gh*** hoch, ni***gh***t Nacht, si***g***n Zeichen, bind binden, wind winden (wĭnd Wind).
4. *u* lautet wie u nach ***r*** und ***l***: flute Flöte, ruler Lineal und in: full voll, bull Stier, bush Busch, bushel Scheffel, butcher Metzger, cuckoo (Kuku) Kukuk, pull ziehen, push stoßen, put setzen, stellen, pudding Mehlspeise.

5. *o* wie u in: to move bewegen, to zu, do thun, who wer, welcher, whom welchen, whose wessen, full (ful) voll.

5.

Doppelvocale.

ai (ay), *ei* (ey) wie äi: may mag, say sagen, grey grau, they sie;

au, *aw*, *awe* wie oa: saw Säge, Austria Oesterreich, dau**gh**ter Tochter, Paul Paul, awe Ehrfurcht;

ea wie ih oder e (in letzterem Falle bezeichnen wir es mit e**a**): beard Bart, dear theuer, lieb, ear Ohr, hear hören, tea Thee, sea See, Meer; de**a**d todt, de**a**f taub, le**a**rn lernen, le**a**ther Leder;

ou und *ow* wie au: house Haus, loud laut, mouse Maus, pound Pfund, cow Kuh, sow Sau;

ee wie ih: see sehen, free frei, cŏffee Kaffee, need Noth, green grün, tree Baum;

oo wie uh: moon Mond, broom Besen, fool Narr; etwas scharf vor l. d, t in foot Fuß, good (gudd) gut, wool Wolle;

oa wie oh: road Straße, coat Stock, load Ladung, (nur: broad oa breit),

NB. Die zahlreichen Ausnahmen bezeichnen wir annähernd durch deutsche Buchstaben.

Exercise: A skiff is a small bō**a**t. A cliff is a hi**gh** steep rock. Do (u) not take snuff. A ship has a tall mast. I like to (u) see a good stone wall round a farm. A pe**a**r-tree grō**w**s from the seed of a pe**ar**. A good son (sönn) will (uill) help his father (ad). A duck has a flat wide bill. A brook can turn a mill. The frost will kill the leav**e**s on the trees. A cat will kill rats and mice. Plants gro**w** in the ground from seeds. The man cuts down trees with (uidh) his ax. The sun seems to rise and set ĕv'**e**rȳ day. I will kiss the baby on his cheek. Wool mak**e**s the sheep warm. In the time of war ships have a con'voy. Wise men employ' their (där) time in doing (duing) good. Good men obey' the laws of God. The boy has a drum and a pipe. Ships go to sea. Ann can spin hemp and flax. A tiger can kill and eat a man. I like to play in the shady wood. Cedar-trees grow in the wood. The miller grinds the cōrn. The wĭnd will drive the dust in your (juhr) eyes (eis). My coat is long and warm.

6.

Die Consonanten.

C vor e, i (y) wie *s*, sonst wie *k*: ca, ce, ci, co, cu, cy, ac, arc, cat, Katze, cĭt'y̆ Stadt, clear klar, cloud Wolke, cy̆l'ĭnder Cylinder, cup Becher, can kann, ăc'cent Accent.

Ch wie tsch: church Kirche, child Kind, chĭl'dren Kinder, rich reich, such solcher.

G vor e, i (y) wie dsch, sonst wie g (in geben) ga, ge, gi, go, gu, gy: gage Pfand, gentle, sanft, ginger-bre**a**d Lebkuchen, gymnas'tic Turnen, game Spiel, go gehen, gold Gold. (In einigen meist aus dem Deutschen stammenden Wörtern wird g auch vor e und i wie g [in geben] gesprochen: give geben, fĭnger [fing=ger] Finger, girl [gȯrl] Mädchen. Wir bezeichnen es in diesem Falle durch g).

Gh ist g: in ghost Geist; stumm in rĭ**gh**t recht, plou**gh** Pflug; *f* in laugh (lahf) lachen, enough (inöff) genug.

H ist stumm in heir Erbe, hon'or Ehre, hour Stunde, herb Kraut, hos'-pital Spital.

J wie dsch: joy Freude, Jam**e**s Jakob, July' Juli, John Johann.

K ist stumm vor n = knife Messer, kno**w** kennen, knee Knie.

Qu wie kw: quality (oa), quantity (oa), queen Königin, quaker.

Sh wie sch: fish Fisch, ship Schiff, sharp (a) scharf, shep'herd (schep=erd) Schäfer, she sie.

Th wie ſ durch die Zähne: three drei, thin dünn, think denken, month Monat. In einigen Wörtern wie d durch die Zähne: This dieser, that jener, these diese, those jene, there da, than als, we**a**ther Wetter, father (a) Vater, mother (ö) Mutter. Wir bezeichnen es in diesem Falle mit dh.

V wie w: very sehr, beaver Biber, fĕver Fieber, lĭve leben, bel**i**eve glauben.

W fast wie ***u***: we wir, well wohl, will wollen, was (o) war, wood Wald; vor *h* wird es gesprochen, als wenn es nach demselben stünde: whĕre wo, when wann, why̆ warum; vor r ist es stumm: wrĭte schreiben, wrong Unrecht.

Y am Anfang eines Wortes oder einer Sylbe = j: yes ja, yard Hof, Elle, y**o**ung jung.

Z wie ein sanftes ſ: lāzy̆ träge, freeze frieren, size Größe.

Exercise: I have seen six boys in this room. We have snow and ice in the cōld wĭnter. My little sister has knit a pair of stockings for me. We eat bread and milk for supper. I have ten fingers. My good little brother has got a slate and pencil and writes a letter. Spĭders spin webs to catch flĭes. An an′ĭmal can not talk and think as we do (du). Bees lĭve in hives. My knife is not sharp. Gĭve (g) me two (tu) eggs. God is good. The weather is not warm to-day. Is it cold, my boy? Yes, sir. Is your hat white, Charles? No, sir, it is black; yours (u) is green or gray. Do (u) not walk (oa) so quick. Is this poor young girl blind? Yes, sir, she is. Has Jenny her thimble and some thread? I do (u) not know. Do (u) you (u) go to (u) school (ſt)? Next year I shăll go thĕre. Have you (u) drunk water (oa)? I have drunk wine. My cousin (tŏſ'n) Emily is not yet here; she is in Cincinnati, state of Ohĭo, in the Unĭ′ted States of North Amĕr′ica. He had scarce′lў arrived, when he fell asleep. Do (u) you (u) often go to (u) church? Who (u) was here yesterday? — As Sir Walter Scott was once (uons) rĭding with a friend, he came to a fĭeld gate which an Irish beggar hăstened to ōpen. Sir Walter wished to reward′ (ao) this cĭvĭl′ĭtў by the prĕs′ent of a six pence, but found that he had not so small a coin in his purse. „Here, my good fellow“, said he, „here is a shilling (= twelve pence) for you, but mĭnd, you owe me six pence.“ — „God bless you, sir, exclaĭmed Pat, may you live till I pay you“. — My arm is not long, your hand is very long. The table is hĭgh. Have you my book? I have not your (juhr) book, I have your paper. I will go and see your house. This boy has a new pen and a new pen-knife. Where (hwer) is my sister? Is she (ſchi) in the garden? Will you drink some coffee or milk, wine (uein) or water (uoatr), beer, or brandy? Have you not seen my dog? Yes, I have seen it in your room. Is your father ōld? Yes, ma'am, he is sixtў years old. Are (a) you (u) hungry? No, ma'am (ma'm), I am not hungry, but I am very thirsty (ſerrſti). Do (u) you tell the truth (u)? Yes, sir (ſŏr), I al′ways (aolweß) tell the truth. Do (u) you go to (u) school (ſkuhl)? I shall go there (dhăr) next month, and my sister will (uill) go there next year. Is your brother (oa) a good (gudd) boy? Yes, ma'am my brother is very good. Come hĕre, my child (tſcheild)? What (hwoatt′) fŏr? Why (hwei)? I have sŏmething to (u) give (g) you. What is it? A pretty lĭttle book. Will you hăve it? Here it is. I thank you, ma'am, (ma'm), I shall (ſchăll) learn and read in it. Where (hwăr) are you gōing, my child? I am going to school. Where do you cŏme from? I come from church (tſchortſch). Have you not been in the yard (a)? Yes, madam,

I was (uoaſſ) there this morning. Have you played there (däähr)? Yes, sir, we (ui) played at hide and seek. Have you seen the fine, green grass there? Here is your pen, do you not want it? The sun has set, the sky is red, and now my child may go to bed. This boy can mow and this girl (gőrl) can sew (ſoh). The sun is up in the sky, but the dew is yet on the grass, we may not go out, for it is wet; at ten o'clock we can go; the dog may go with (uidh) you, but not the cat. Do not lie, for it is a great sin. A good boy or a good girl (gő) will gain the love (ő) of all, but they who are not good, will be hated by all men. Rise as soon as it is day, make yourself neat, then you may come into' (u) the room, bid good morning to papa' (pāpa) and mamma' (māmma), and ask them, how they slept. Come to your book as soon as it is time, go to school, do not play at the way, take care that your books are always (oalweſ) clean, nĕver dirty (dőrti), and, when at school, do not talk (toak) to one (uonn) near you. Do your work neat, let all that you do, be done (donn) well. Learn your task well and when you are to say it, do not go on too fast (ah), but slow, and sure (ſchuhr).

A boy was sent to read one day,
But he was so much bent to play,
He would not try to mind his book,
Not try to read, nor in it look.
„Try, said his sister, you will find
'Tis (it is) not so hard; if you but mind
Your A B C, you soon may tell
Both how to read, and how to spell;
And when you have too hard a task,
I then will tell you what you ask.“ —
„Ay, ay, said this bad boy, 'tis (it is) true;
But if I try to read like you,
And say I know the A and B,
I must go on to C and D,
Nor may I stop when they are past (a),
I must go on to Z at last (a).“ —
With this bad boy all ways they (man) took,
To make him good and mind his book:
At last (a) a fine hard (a) rod they try,
The pain of this soon made him cry:
„O let this rod be ta'en (tāken) from me,
I'll (will) mind my book and good will be!“
He kept his word, was kind and true,
And won the love(ő) of all he knew.

7.

Von den Endſilben und dem Accent.

1. Jede unbetonte Silbe wird im Engliſchen ſo kurz geſprochen, daß der Vokal nur dumpf anklingt: tāper (tāip'r), āngel (āindſch'l), system (ſiſt'm),

author (aaſ'r), thĭcket (ſickᵉt oder ſickⁱt). So werden auch die tonloſen Endſilben in der Ausſprache faſt verſchlungen:

tian, *tion* faſt wie ſch'ən; ier, ior, ian, ion wie j'r, j'n, sier wie ſch'r, sion wie ſch'n, sure = ſch'r, xion = kſch'n, cious, tious, xious = ſch's, *ed* (Imperfect) = d: prĕcious, cautious, noxious, hosier, adhēsion, confūsion, prĕvĭ'sion, question (j'n), sāviour, jūnĭor, billion, persuā'sion, vorācious, grēcian. mĕ*a*'sure, plĕ*a*'sure, reflexion, fūture, nāture, collēgian, tragēdian, educā'tion, hāsten*e*d, loved (ŏ), placed, turned, played, asked; es = s: he likes, comes, gōes, ladies, crīes, sides.

2. In den meiſten Wörtern liegt der Ton auf der Stammſilbe: beau'tў (bjuti), fell'ow, fath'er (a), cŏp'y, cherr'y; compel', enjoy', unrīpe', distinct', good'ness, lĭb'erty, vĭc'tory; nur die Ableitungsſilbe *ator* verlangt den Ton: creātor, spectātor, (or'ator, sen'ator, ſowie die vierſilbigen conspir'ator, nav'igator, glad'-iator, all'igator ausgenommen). Wir bezeichnen, wo es zweifelhaft ſein kann, den Ton durch ' oder `.

Leſeübungen.

1. A person having related many incrĕd'ĭble stories in the prĕs'ence of Isaac Newton, the cĕlebrāted mathemati'cian, in order to expose this folly, remarked: Ladies and Gentlemen, I can tell you something far more wonderful (u), I *k*new a musĭ'cian who once (uons) imitāted a thunderstorm so well, that for four miles round, all the milk turned sour.

2. Xerxes at the head of a million of men, *w*rote thus to Lēon'ĭdas, „Surrender your arms.“ Leonidas who had ōnly three hundred Spartans, returned this ans*w*er, „Come and take them.“

3. A vĭolent relĭ'gous con'troversy occur'ring at a dĭnner party in Oxford, one of the com'pany, losing (u) his temper, turned fūriously to a strānger and asked, „On which (hwitſch) side, Sir, are you? Are you an Athēist or a Dēist?“ — „Oh, neither (i oder ei), Sir, was the immēdiate rēplў', am a Dentist.“

4. In 1586 (one thousand five hundred ***and*** eightў six) Philip II (the sĕc'***o***nd), King of Spain, sent a young genér***a***l to Rome, to congrat'ūlāte Sixtus V. (the fĭfth) on his exaltā'tion. The pope, displeased that so young an ambas'sador had been depūted to him, cou*l*d not help saying, „What Sir, did your master want (uaant) men, that he sends me a be***a***rdless ambas'sador?“ —

„If my sov'ereign had thought, rēp'līēd the proud Span'iard, that mĕr'it consisted in a beard, he would have sent you a he-goat, and not a gentleman as I am.“

5. A servant ran quite frīghtened into the stŭd'y of a learned prōfes'sor to (u) tell him that his house was on fire. „Acquāint' my wife with it, said (ßedd) the scholar (ßkoler), you know I do (u) not troŭble myself' with household affairs'.“

6. Mōham'med, a Turkish gen'eral, having obtained a victory ōver the Greeks and taken their em'peror in a battle, caused his pris'oner to (u) be brought bēfo're him, and asked him, what treatment he expec'ted from the con'queror (qu = k)? „If you make war like a king, answered the emperor, send me back again (egenn), if you make it like a merchant, sell me; if you make it like a butcher (u), slaughter me.“ The Turkish general sent him back without' a ran'som.

I. Stufe.

Die directe Anschauung.

First Lesson. / Erste Lection.

Things in the School-Room. / Gegenstände im Schulzimmer.

I.

Mündliche Uebung, zum Anschauen, Vor- und Nachsprechen (ohne Buch), dann zum Nachlesen, Eintragen in's Vocubalar und Nachlernen.

Here[1] ***is*** :[2] the[3] table, the bench, the chair, wall,*) windo**w**, dōo**r**, ceiling, flōo**r**, teacher (master [a] or mistress), pūpil, blackboard, map, stove, nail, book, writing-book (cop'y-book), pen, pen-holder, pen-**k**nife, inkstand, ruler,**) pencil, piece of cha**l**k, sponge, piece of wood, coal, piece of paper, satchel (sachel), stick. — (Repeat with the indefinite article ***a***,[4] before a vowel ***an***,[4] *then with: whĕre*[5] *is?*)

[1] Hier [2] ist [3] der, den, die, das. [4] ein, einen, eine. [5] wo?

*) *a* before *l*, after *w* and *qu* = oa. **) *u* after *r* and *l* = u. (S. Einl. 4, 1 u. 4.)

II.

Wie I. Zur mündlichen Fragestellung und Beantwortung ohne Buch, dann zum Lesen, endlich zur schriftlichen Beantwortung.

Where is the ceiling? Where is the floor? Here is the master; where is the pupil? Here is the bench, is it[1] a chair? Where is a door and[2] a window? Where is the blackboard? Here is a piece of paper; is it a piece

of paper? Where is an inkstand? Where is a writing-book? Where is the chalk? Where is a pen and a penholder? Where is a ruler and a pencil? Here is the blackboard, is it a map?

[1] es, [2] und.

III.

Zur mündlichen, dann schriftlichen Uebersetzung.

1. Hier ist ein Stück Holz und ein Stück Kreide. Hier ist ein Dintenfaß; ist es ein Lineal? Ist dieß[1] ein Büchersack (Ränzchen)? Hier ist der Lehrer (die Lehrerin) und dort[2] ist der Schüler (die Schülerin). Hier ist eine Bank und dort ist ein Stuhl. Wo ist die Zimmerdecke und wo ist der Fußboden? Hier ist ein Tisch und (ein*) Stuhl. Dort ist die Kreide und das Papier. Wo ist der Schwamm? Wo ist die Feder, (der) Federhalter und (das) Federmesser? Wo ist mein[3] Heft? Hier ist es [es ist]. Wo ist mein Federmesser? Hier ist es. Wo ist mein Dintenfaß? Hier ist es. Wo ist das Fenster? Dort ist es. Wo ist mein Buch? Dort ist es.

2) Write down, in English and German, all the words of the 1st Lesson, first with the definite, then with the indefinite article.

[1] this [2] thëre (dh) [3] my.

*) *A parenthesis* (....) encloses an annotation or a word *not* to be translated, whereas *brackets* [....] signify the manner in which you ought to translate.

Second Lesson. Zweite Lection.

Parts of the Human Body. Theile des menschlichen Körpers.

I.

Here is: my he**a**d, my hair, my fore**hea**d (brow), nose, mouth, chin, eye (ei), ear, cheek, nostr**i**l, lip, tooth, tong**ue**, finger (gg), neck, throat, shō**u**lder, arm*), hand, fist, nail, belly, leg, foot, **k**nee, heel, elbo**w**. (Plural). Here are:[1] my eye**s**, ear**s**, cheek**s**, nostril**s**, lip**s**, finger**s**, shō**u**lder**s**, arm**s**, hand**s**, fist**s**. nail**s**, leg**s**, knee**s**, heel**s**, elbow**s**, ***teeth, feet.*** (*Repeat with: Sho**w**[2] me,[3] I[4] show you,[5] **w**ith the definite and indefinite Article.*) What[6] is this?

[1] (a) sind, [2] (scho) zeige, zeigen, zeigen Sie! [3] mir, [4] (always with a capital letter) ich, [5] (ju) Ihnen, Euch, Dir. [6] (hwott) was.

*) *a* before *r* = *a*.

II.

Show me the ceiling and floor!*) Show me a bench and chair! I show you a pen and an inkstand.**) Where is a piece of chalk? Where is a book and where is a ruler? Where is the teacher and where is a pupil? Show me your[1] hands! Where is my arm? Show me your nails! Have you books and pens? Here is my mouth, is it your mouth? Here is your hair, is it my hair? Where are your feet? Show me your teeth! I show your ear; is it your ear? Show me your lips! Is your tongue in[2] your mouth? Are your teeth in your mouth? I show you my fist; is this your fist? Show me your eyes, ears, and cheeks! I show you *an* ear, is it an eye? I show you my eyes, are they[3] your eyes? I show your feet, are they your feet? Where are your teeth? Are they in your mouth? Where is your paper?

[1](jur) Ihr, Euer, Dein (sing. & plur., masc., fem., & neuter.) [2]in [3](dh) sie (3d. pers., plur., Nom.)

*) *Pupil.* I show you the ceiling and (the) floor. **) *Pupil.* You show me ......

III.

1. Haben[1] Sie Bücher und Hefte? Ja,[2] mein Herr[3] (Madame[4], Fräulein[5]), ich habe[1] Bücher und Hefte. Haben Sie einen[6] Fuß oder[7] zwei[8] Füße? Ich habe nicht[9] einen Fuß, ich habe zwei Füße. Wo sind Ihre Haare (Sing.)? Hier sind meine Haare (Sing.) Sind nicht Ihre Zähne in Ihrem Munde? Ja, mein Herr (Madame, Fräulein), meine Zähne sind in meinem Munde. Wo ist Ihr Papier? Mein Papier ist in meinem Büchersack. Zeigen Sie mir Ihre Füße! Hier ist ein Stück Kreide und der Schwamm. Ich zeige Ihnen eine Bank, (einen) Stuhl und (ein) Fenster. Haben Sie einen Kopf? Haben Sie zwei Hände? Haben Sie nicht zwei Fäuste, zwei Schultern, zwei Ellbogen, zwei Füße? Wo sind Ihre Augen, Ohren und Wangen? Zeigen Sie meine Stirne und Ihre Stirne. Wo ist dein Mund? Hier ist mein Mund. Sind dieß deine Augen? Ja, mein Herr (Madame, Fräulein), das [diese] sind meine Augen. Ist dieß mein Buch? Nein[10], mein Herr (Madame, Fräulein), es ist nicht Ihr Buch. Hier ist ein Büchersack. Ist dieß Ihr Büchersack?

[1]Have [2]yes, [3]sir (ö) [4]madam, ma'am (ma'm) [5]miss (madam) [6]one (uonn) [7]or [8]two (tuh) [9]not [10]no.

2. Write down (or tell me) all words of the 1st and 2nd lesson in Singular and Plural (benches, eyes, mistresses, pen-knives, feet, bellies)! Mit my (mein), his (sein), her (ihr), its (sein, sächl.) our (unser), your (euer), their (ihr).

Third Lesson. Dritte Lection.

Numbers 1—10. Zahlen 1—10.

I.

I[1] count[2] my fingers: one (uonn), two (tuh), three, foer, five, six, sĕven, eight, nine, ten. I have ten fingers. I count ten pupils: 1, 2, 3....10. I count the nails on[3] my fingers: 1, 2....10. Count the tables, the windows! I show you the panes of[4] the window. I count ten panes: 1, 2, 3....10. Let[5] us[6] count the benches, the chairs, the doors! Here is the room; here is the stove, here is the door, here is the lock of the door, here is a nail in the wall. Here are bōth[7] my hands, both my eyes, both my ears.

[1] ich, [2] zählen, zähle, zählen Sie! [3] an [4] von, Genitif [5] lasse, lasset, lassen Sie [6] uns (laßt uns = wir wollen) [7] beide (Art. & Pronouns *after* both.)

II.

Have you fingers? How[1] many[2] fingers have you? Count your fingers! Have you (any) books? How many books have you? Count your books Show me the windows! Count the windows! How many windows are there in this room? Are there 10 windows in this room? *Do[3] not count* the chairs, count the benches! Have you one ear and one eye? Have you not two elbows and two heels? Do not show your hair, show your teeth! Do not show your tongue! Do you not show your foot? How many hands have you? Have you four feet? Have you not two knees? Have I two heads? Show me five fingers? How many pens, penholders, writing-books, pencils have you? Show me two nails in the wall, and two nails on your fingers! How many fingers have you on each[4] hand? How many are one and one? two and two? three and three? four and four? five and five? one and two? two and three? five and three? seven and three? one, two and three? four, five, and one? Count the chairs; do you not count the chairs? Count the windows; do you count the benches? How many legs has[5] one table? How many have two tables? How many legs has a chair? How many feet has a man?[6] How many feet have two men?[6] Has a man four feet?

[1] wie, „[2] menni", viele (much viel) [3] do (duh) thun, do you count? zählen Sie? I do not count, ich zähle nicht. [4] jeder, e, s. [5] hat [6] Mann, plur. *men.*

III.

1. Ich zähle meine Finger. Zähle ich die Schüler? Zählen Sie die Tische nicht? Zählen Sie die Tische nicht! Ich zähle die Scheiben nicht. Ich zeige Ihnen den Ofen. Ich zeige Ihnen das Schloß nicht. Zeigen Sie mir die Thüre! Zeigen Sie mir die Thüre? Zählen Sie die Federn! Zählen Sie die Federn? Wie viele Finger haben Sie an jeder Hand? Wie viele Finger haben Sie an Ihren beiden [beiden[1] Ihren] Händen? Ihre beiden [beide Ihre] Hände haben 10 Finger. Zählen Sie Ihre Hefte! Zählen Sie Ihre Bücher? Zählen Sie nicht die Stühle in diesem Zimmer! Zählen Sie nicht die Stühle in diesem Zimmer? Hier ist meine Nase; was[2] ist hier? Die beiden [beide die] Lehrer sind nicht hier. Wo sind sie? Ich weiß[3] es. Ich weiß (es) nicht. Warum[4] wissen Sie (es) nicht? Ich zähle die Wände dieses Zimmers, die Füße [Beine] dieses Tisches, die Hefte dieses Knaben.[5] Ich zähle 10 Schüler: 1, 2 .... 10. Zählen Sie rückwärts[6]: 10, 9, 8 .... 1. Warum zählen Sie Ihre Federn nicht? $8 + 2 = 10$; $6 + 3 =$[7] 9; $4 + 4 = 8$; $3 + 3 = 6$; $2 + 2 = 4$. Zählen Sie 2, 4, 6, 8, 10 oder 1, 3, 5, 7, 9! Wie viel [viele] sind $8 + 1$? $7 + 3$? $1 + 2 + 3 + 4$? $4 + 5 + 1$? $6 + 2 + 1$? Wie viele Nägel haben Sie an Ihren Fingern? Zählen Sie die Hefte auf[8] dem Tische? Zählen Sie die Hefte auf dem Tische! Haben Sie **die beiden** Hände auf dem Buche? Ich habe **meine beiden** Hände auf der Bank. Was haben wir[9] auf dem Kopfe? Wir haben Haare (sing.) auf dem Kopfe. Was hast Du in Deiner Hand? Ich habe ein Buch in meiner Hand.

[1]See p. 14 Note.[7] [2]what (hwoatt) [3]*know* [4]why (hwei) [5]boy [6]backward [7] = sind, [8]upon (öponn), on [9]we.

2. Write or tell the ēven, then the uneven numbers! Forward and backward. (A great number of exercises must be made, till the numbers are known in English quite as well as in German). Write down in English words:

1 + 0 (naught)[1]=(are) 1	0+1= 1	0+2= 2	0+3= 3
2 + 0 = 2	1+1= 2	1+2= 3	1+3= 4
. . . .	. . . .	. . . .	. . . .
10 + 0 = 10	9+1=10	8+2=10	7+3=10

0+4= 4	0+5= 5	0+6= 6	0+7= 7	0+8= 8
1+4= 5	1+5= 6	1+6= 7	1+7= 8	1+8= 9
. . . .	. . . .	. . . .	2+7= 9	2+8=10
6+4=10	5+5=10	4+6=10	3+7=10	1+9=10.

[1] auch nought, jedoch seltener.

Fourth Lesson. Vierte Lection.

Things in the School-Room. Numbers. Parts of the Body.

I.

Here is the door. Here is the lock of the door. Here is the key (ki) of the lock. Here is my watch[1] (uoatsch.) Here is the chain of my watch (my watch-chain). Here is the key of my watch (my watch-key). Here is the stove. Here is the stove-pipe. Here is the coal-case, a shŏvel, a pōker. Here is my face. Here is my hand, here is the pa*l*m (pahm) of my hand, here is my *w*rist. Here is my thum*b*. Here is my for*e*-finger, my mĭddle-finger, my gōld-finger, my little finger. Let us count the fingers of two pupils: 1, 2....10, ĕlĕv'en, twelve, thirteen (för), fō*u*rteen, fifteen, sixteen, sĕventeen, ei*gh*teen, nin*e*teen, twenty. Here are the *k*nuckles of my fingers. Here is my skin, here is a vein, here is my pŭlse. — Here is a book, here is a leaf[2] of the book, here is a page. Here is a sen'tĕnce or phrase, a word (ö), a syll'able, a letter.

[1] pl. watch*es*. [2] pl. leav*es*.

II.

How many pupils are (there) on each bench in this room? How many pupils are in your school? Have you a master (a)[1] or mistr*e*ss?[2] *W*rite[3] the ten fig'ur*es*[4] on the blackboard (or in your writing-book)! What is 0 (Null) call*ed* (oa)[5] in English?[6] What are your fingers called? How many are ten and ten, nine and nine, eight and eight, seven and seven, six and six? Spell[7] the word „eighteen!" Spell the word „naught"! Can[8] you spell the word „key"? How do you spell „face? palm? watch"? How many feet have five, four, six, nine pupils? Is your broth*er*[9] a man or child?[10] How many children has your father?[11] Is your mother[12] here? How many are three times[13] six? four times four? four times five? three times four? How many

[1] Lehrer, [2] Lehrerin, [3] Schreibe (schreibt, schreiben, schreiben Sie) [4] Ziffer [5] (*a* before *l*?) is called heißt, are called heißen, [6] auf englisch (English, French, German; adjectives derived from Proper Nouns are always written with capital letters.) [7] buchstabiren (auch schreiben in orthographischem Sinn: wie schreiben Sie, how do you *spell*?) [8] können, kann [9] (dh) Bruder [10] child, plur. child*ren* Kind (*i* before ld, nd, *gh* = ei) [11] Vater [12] Mutter (dh) [13] time mal (auch Zeit).

legs have two tables? three? four? five tables? Have your father and mother many children? How many children are (there) in this room? How many masters are there? Write on the blackboard (or in your writing-book) these figures in words: 20, 19, 18....10! Count forwards[14] from[15] one to[16] twenty, and backwards from twenty to one! Have I a watch? Have you one? Is (there) a key on my watch? Is (there) a key in the lock of this door? What is in the coal-case? Have we a poker in this room? Show your thumb! Show one leaf in your book! two leaves, three leaves! How many pages has one leaf? How many pages have three, five, seven, nine leaves? How many words has this phrase? How many syllables have the words in this phrase? How many syllables, letters has the word: *stove-pipe?*

[14] vorwärts, backwards rückwärts [15] von, aus (Ablatif) [16] (tuh) zu, bis.

III.

1. Zeigen Sie mir das Schloß und den Schlüssel! An meiner Uhr ist[1] auch[2] ein Schlüssel. In der Wand sind[3] viele Nägel. An meinen Fingern habe ich [ich habe] 10 Nägel. Hier ist mein Uhr-Schlüssel; ist es (der) Ihrige?[4] Nein mein Herr (Madame), es ist nicht (der) meinige.[5] Wessen[6] Schlüssel ist es? Es sind viele Kinder hier. Zählen Sie sie?[7] Zählen Sie sie! Wie viele sind es [=sie]? Es [=sie] sind achtzehn oder zwanzig. Mein Bruder ist ein Kind, er ist kein[8] Mann. Meine Schwester[9] ist auch ein Kind. Wir haben 11 Kinder. Mein Vater hat 12 Brüder und 3 Schwestern. Wo sind sie? Ich weiß nicht. Wissen Sie, wo meine Schlüssel sind? Nein, Madame, ich weiß (es) nicht. Es [Da] sind viele Kinder in dieser Schule.[10] Wie viele? Vielleicht[11] 12, 16, 17 oder 19. In meinem Buche sind [da sind] viele Blätter, Seiten, Sätze, Wörter, Silben und Buchstaben. $10 + 5 = 15$; $4 \times 4 = 16$; $3 \times 4 = 12$; $18 + 2 = 20$; $17 + 3 =$ auch 20; $13 + 6 = 19$. Buchstabiren Sie das englische Wort: „thumb!“ Können Sie zählen? Ich kann von 1 bis 20 zählen. [Ich k. z. v. 1—20.] Ist [da] Holz oder (sind) Kohlen (sing.) im Ofen? Ich weiß nicht.[12]

[1] Da ist = there is (dh) [2] also (ao) [3] da sind = there are (il y a) [4] yours (juhrs) (without article) [5] mine (without art.) [6] whose (hus) [7] sie Nom. = they; sie Accus. = them (dh) [8] no, *without a noun*: none [9] sister [10] school [11] perhaps [12] = ich thue nicht wissen (know).

2. The accounts at the end of the 3d lesson are to be continued till 20.

$10 + 1 = 11$	$10 + 2 = 12$	$10 + 3 = 13$
....	....	and so on.
$19 + 1 = 20$	$18 + 2 = 20$	

Fifth Lesson. Fünfte Lection.

Proper Nouns. Ordinal Numbers. Eigennamen. Ordnungszahlen.

I.

Here is the first (ö*) pupil; his[1] name[2] is Charles (a).** Here is the second pupil, his name is Lewis. Here is the third (ö) boy, he is called James. Here is the fourth, the fifth, the sixth, the seventh, the eighth, the nīnth, the tenth, the elev'enth, the twelfth, the thirteenth, the fourteenth, the fifteenth, the sixteenth, the seventeenth, the eighteenth, the nineteenth, the twentieth. I tell[3] you your names in English: Ădam, Ălbert, An'tony, Alexan'der Adol'phus, Augus'tus, Bern'ard, Ben'jamin (Ben, Benny), Chris'tian (k), Chris'topher (k), Charles (Charley), Dāvid, Dan'iel (Dan), Ernest, Edward, (Eddy, Ned), Fred'erick (Fred), Francis (Frank), George (dschordsch), Gustāvus (Gus), Henry (Harry), Hugh (juh), James (dschehms), (Jack), John (Johnny), Jūlius, Joseph (Joe), Lewis (Lew, luis, lu), Law'rence (oh), Lē'opold, Martin, Matt'hew, Michael (Meikel), Morris (Maurice [o]), Otto, Ol'iver, Paul, Pēter, Philip, Rōbert (Bob), Richard (Dick), Sam'ūel, Sīmon, Stēphen, Thomas (Toms), Val'entīne, William (Willy, Bill). — For ladies:[4] Anne (Anna), Căth'erine, Cē'cily, Charlotte, Dor'othy, Eliz'abeth (Elī'za, Betsy), Elē'anor, Frances (Fanny), Helen (Ellen), Harriet, Jane, Joan, Jūlia (Juliet), Louīsa, Lucy, Mag'dalen, Mar'garet, Matilda, Māry, Rō'samund, Rose, Sārah, Sophīa, Susan (u), Therēsa, Wilhelmīna.

[1] sein [2] Name [3] sagen [4] lady, *plur.* ladies Dame.

*) *i* and *e* before *r* = ö.

**) Tell the pupils their own names!

II.

What is your name, Sir? (What is your name, Miss, Madam)? Is your name Michael (Susan)? Is not your name Richard (Helen)? Here is a boy called[1] Lewis; is Peter his name? Have you a sister, what is her[2] name? Here is a girl called Theresa, is Sophia her name? What is your father's name? What is your mother's name? I show your book, is it Henry's? I show you my pencil; is it yours? Have you Benny's (Betsy's) writing-book? Is there a boy in your school, named[1] Paul? Or are there girls (gerls)[3] in your school? Do you know a boy whose name is Oliver or William? Do

[1] = named genannt, Namens, [2] ihr fem. (sing.) [3] Mädchen.

you know a girl whose name is Frances or Lucy? Here is your ruler; is it yours or Joe's? Can you tell me the names of all (oal)[4] the pupils in your school? Have you a school-fellow[5] whose name is John? s Jack a fine[6] name? Is the first pupil called James (Jane)? s Charles (Charlotte) the fourth or fifth pupil? What is the second pupil's name (the n. of the sec. p.)? What is the first finger called? the fourth? the second? the third? Are you the first or the last (aþ)?[7] Have you brothers and sisters? What are they called (what are their[8] names)? I show you Frederick's inskstand, is it yours? Where[9] has your sister her books? Where is your father? Is he[10] here? Where is your mother; is she[11] not here? Here is your stick; is it yours or Lewis's? Here is Ellen's watch, is it mine? What is the name of the second boy (girl) in the third bench? What is the name of the fourth boy (girl) in the fifth bench? Spell the last word in this phrase!

[4]alle (*a* before *ll*?) [5]Schulkamerad [6]schön [7]letzte [8](dh) ihre (plur.) [9]wo [10]er [11]sie (fem. sing.) Nom., Accus.: *her* (hör).

III.

1. Sage mir die Namen aller[1] Zöglinge in der Schule. Hat Albert viele Bücher? Ist Karl (Charlotte) nicht hier? Wo ist Christian? Ist dieß Karl's[2] Federhalter? Hat Eduard (Caroline) die Kreide nicht [nicht die Kreide oder hat nicht C.]? Nein, mein Herr, er (sie) hat den Schwamm. Hat Friedrich (Franzisca) mein Federmesser und das Deinige? Er hat nur[3] das meinige oder das seinige;[4] [sie hat nur das ihrige.[5]] Hat Adolph (Henriette) eins? Nein, Madame, er (sie) hat keins.[6] Wie heißen Sie [was ist Ihr Name]? Ich heiße[7] [mein Name ist] Georg. Heißen Sie nicht [ist Ihr Name nicht oder: ist nicht Ihr Name] Heinrich? Nein, mein Herr, ich heiße Jakob und mein Bruder heißt Johann. Haben wir einen Zögling, dessen Name Peter ist [ist Peter]? Wilhelm hat seinen Bleistift verloren[8] [verloren seinen Bleistift] und Sophie hat ihr Schreibbuch verloren. Wo hat sie es verloren [verloren es]? Ich weiß (es) nicht. Ich habe auch etwas[9] verloren [verloren etwas]. Was haben Sie verloren? Hat Moritz etwas[9] verloren? Nein, Madame, er hat nichts[10] verloren [verl. nichts]. Der fünfzehnte Knabe heißt Lorenz und das zwölfte Mädchen heißt Marie. Buchstabiren Sie das letzte Wort in dieser Zeile![11] Welches[12] ist das letzte Wort in dieser Aufgabe? Wie viele Zeilen sind auf dieser Seite? Die wievielte [welche] Zeile ist dieß? Wie heißt[13] auf Englisch: der 16te, 9te, 15te, 20te, 16te, 14te 17te, 1te, 4te, 3te, 11te, 2te?

[1]*of* all the [2]Charles's (Charley's) [3]only [4]= sein his [5]hers (ö) [6]none [7]= ich bin (am) genannt [8]lost [9]something in der Frage anything [10]nothing [11]line [12]which? [13]= was ist,.

Sixth Lesson. Sechste Lection.

Clothes (of man.) Kleidung (eines Mannes.)

I.

Here is: a hat, cap, neck-cloth (crăv'at, neckerchief[1]), shirt (ŏ), shirt-collar, waist-coat (weßcott), pantaloon (trowsers), stocking, shoe (u), boot, half (haf)[2]-boot, slipper, coat, great-coat,[3] dress-coat,[4] jacket, the collar of a coat, a cloak, button, button-hole, a pair of braces, a pair of gloves (ŏ), a pair of spec'tacles, a pocket, the lining, a ring, a pocket-book, a purse, the sleeve, a pocket-handkerchief,[1] a cuff, two cuffs.

The dress of a lady: a shift, or chemise (schemiß), a petticoat, a shawl, ker'chief,[5] collar, apron, bonnet,[6] cap,[7] veil, muff,[8] bracelet, fan, par'asol, umbrell'a, ear-rings, neck-lace, a ribbon, ruffles, brooch,[9] pin, needle, gown,[10] laces[11].

[1] *pl.* chiefs [2] *pl.* two h*alves* [3] Ueberzieher [4] Frack [5] (*fichu*) Knüpftuch [6] Frauenhut [7] Haube [8] *pl.* muffs [9] Tuch- oder Vorstecknadel [10] (*fr.* robe) Frauenrock [11] Spitzen.

II.

Show me the pockets of your waist-coat (apron)! Do you see[1] the sleeves of my coat (dress, or gown[2])? How many pockets have you in your coat, cloak, waist-coat, pantaloon (apron, gown)? Do you wear[3] spectacles? Do you wear a great-coat, a dress-coat, a coat or a jacket? How much is one pair? How many stockings are four, nine, seven, eight pair of stockings? How many boots are ten, six, five pair of boots? Have you a dozen[4] pair of gloves? How many shirts (shifts, or chemises) have you? Do I wear spectacles? How many buttons and button-holes have you on your clothes (dress)? Is there a pin or needle in the sleeve of your coat (dress, gown)? Who[5] has a ring and watch? Have you only one pair of gloves, two pair of stockings? Do you now[6] wear boots, half-boots, shoes or slippers? Have you no hat, no parasol, no umbrella? Are there ruffles on your shirt (chemise or shift)? Where have you your handkerchief? Why do I not see

[1] sehen [2] (langer) Frauenrock [3] (nähr) tragen (an sich tragen, von Kleidern) [4] (d ö s'n) Dutzend [5] (hu) Wer? (welcher speaking of persons; welcher from things = *which*) [6] nun, jetzt.

your purse? Has your mother pins, needles, brooches?[7] Is there *any*[8] ink in your inkstand? Has your father lost his pocket-book? Is your mother's shawl dear?[9] Does[10] your brother wear a hat or cap? Has your sister got[11] a new[12] bonnet? Where are your braces, have you lost them?[13] Are the curls[14] of your mother (your m.'s c.) vĕry[15] fine? Has she bracelets, also a necklace, a fan? Do you not see my hat? Does your father wear spectacles? Does your mother wear an apron? Does your sister wear a bonnet or cap?

[7] words ending in ch, sh, s, x, have in plural *es* [8] etwas (is generally not to be translated in German). [9] theuer [10] trägt er = *does* (döš) he w.? sieht sie = *does* she see? zeigt der Mann = *does* the man show? zählt eure Schwester = *does* your s. count? I do (du), he (she, it) does (döš) [11] bekommen [12] neue (nju, americ. nu). [13] sie (Acc. plur.) [14] Locken [15] sehr.

III.

Meine Kleider sind sehr schön, aber[1] sie sind nicht neu, ich habe sie von[2] meiner Mutter bekommen [bekommen sie von meiner Mutter]. Dieser Knabe zählt[3] die Fensterscheiben, warum zählt er[4] sie? Zeigt dieses Mädchen ihre Zähne? Sieht er mich? Sehen Sie mich? Ich sehe Sie. Ich sehe Dich nicht. Warum sehen Sie mich nicht (thut Ihr nicht sehen mich)? Hier ist Ihr Vater, warum trägt er eine Brille? Trägt er Schuhe oder Stiefel? Sehen Sie den neuen Rock, welchen[5] ich bekommen habe [habe bekommen]? Ich sehe ihn (= es). Ist er (= es) theuer? O ja, sehr theuer. Haben Sie Ihren Regenschirm verloren? Meine Schwester hat ein neues Halsband bekommen (bekommen ein neues Halsband). Schreibt Ihre Schwester diese[6] Zeilen? Buchstabirt sie diese Wörter? Trägt dieses Kind einen Hut oder (eine) Kappe (Haube)? Diese Kinder schreiben noch nicht.[7] Warum schreiben sie nicht? Sind sie zu[8] jung?[9] Warum tragen Sie nicht Ihren Ueberrock (Unterrock)? Ich habe ein neues Halstuch bekommen, es ist schön, aber nicht theuer. Ich habe ein Dutzend neue Hemden. Sind sie schön, theuer? Wo haben Sie diese Handschuhe gekauft?[10] Warum haben Sie zwei Stecknadeln in den Aermeln Ihres Kleides? Ist das Halsband Ihrer Mutter theuer, neu, schön? Trägt diese Dame Locken? Wo hat Ihre Mutter diese Bänder gekauft? Meine Mutter hat sie nicht gekauft [nicht gekauft sie]. Wer hat sie gekauft? Mein Vater hat sie gekauft. Sehen Sie nicht das Futter meines Aermels?

[1] but [2] from [3] counts [4] thut er (does he) zählen? [5] which [6] these [7] not yet [8] too [9] young (jŏng) [10] bought (bōat).

Seventh Lesson. Siebente Lection.

Qualities (ɔa)[1] right,[2] left,[3] long,[4] short.[5]

[1] Eigenschaften: [2] rechts, [3] links, [4] lang, [5] kurz.

I.

Here are my two hands: this is my right hand; that[1] is my left hand. Here are my two eyes: this is my right eye and this is my left eye; my right arm, my left arm; my right foot, my left foot (ear, cheek, nostril, shoulder, elbow, leg, knee). This is the thumb of my right hand, that is the thumb of my left hand. Here is the palm of my right hand, there is the palm of my left hand. Here is the little finger of my left hand, here is the forefinger of my right hand. — Here are two rulers; this is long and that is short. Here are two pencils: one is long, the other[2] is short. Here are two fingers: the middle finger is long, the thumb is short. Here are two sheets of paper: one is long, the other is short. I show you my arm and that[1] of this pupil: my arm is long, this pupil's is short. This door is long, this window is not so[3] long as[4] this door. This table is as long as that. This bench is as long as that. This book is as long as that. The ceiling is as long as the floor. This pen is as long as that. My arm is longer than yours. This table is longer than that. That bench is shorter than this. This ruler is shorter than that. One pencil is shorter than the other. — Here I have three pencils; this is longer than that, but this here is the longest. Here are some rulers, this is the shortest of all. Here are my five fingers: the thumb, forefinger, middle-finger, ring-finger, little finger. The middle-finger is the longest, the thumb is the shortest of all my fingers. Here are two threads, this is longer than that. Here is a long bench, there is a short *one*. Here is my right side, here is my left one.

[1] = das; jener, jene, jenes, [2] d. andere [3] so [4] als; as-as so als, not so-as nicht so als; more-than, mehr als. (than als: after the Comparative.)

II.

What are the names of your five fingers? Which is the longest, and which is the shortest of them? Is your little finger longer than your thumb? Is it longer than your middle-finger? Is it shorter than your ring-finger? Show me a longer pen than yours? Is the ceiling longer than the floor? Is

the window shorter than the door? Is one table in this room as long as the other? Is one bench shorter than the other? Is one word as long as the other? Is the word „***pantaloon***“ longer or shorter than the word „***key***?“ Show me your right hand! Show me your left foot! Is your right leg longer than your left ***one***? Is your left hand shorter than your right ***one?*** Have you a long ruler and a short ***one***? Have you a pencil longer than mine? Is your hair as long as mine? Is your foot longer than your sister's? Has your father long or short hair? Is one sheet of paper as long as the other? Tell me a thing which is long, and another[1] which is short! Do you like[2] long pens or short ones, short pencils or long ones? Have you only a right hand, or have you also a left one? Which thing is longer, your arm or your hand? your leg or your arm? your ear or your eye? Is this lesson very long?

[1] in *one* word (amerikanisch: two words) [2] lieben, gern haben, mögen.

III.

Ich habe zwei Arme, einen rechten und einen linken, einer ist eben so lang als der andere. Ein (One) Lineal ist lang, das andere ist kurz. Ich habe einen langen Bleistift und einen kurzen. Hier sind lange Bänke, dort sind kurze. Dieser Mann hat sehr lange Beine. Die rechte Hand dieses Knaben ist länger als seine linke. Ich liebe lange Ferien[1] und kurze Lectionen. Ist diese Lection nicht kurz? Ja, mein Herr (Madame), sie [es] ist zu kurz. Nein, mein Freund,[2] sie [es] ist nicht zu kurz, sie ist zu lang. Finden[3] Sie sie zu lang? Ich finde sie länger als alle [die] andern. Ich finde sie nicht kürzer als die andern. Unsere Ferien sind zu kurz und unsere Lectionen sind zu lang. Sie scherzen.[4] Ich liebe die englische Sprache[5] und ich finde diese Lectionen nicht schwer,[6] ich finde sie leicht.[7] Lieben Sie schwere Lectionen? Ich liebe sie nicht, wenn[8] sie zu leicht sind [sind zu leicht]. Meine Bleistifte sind nicht zu kurz.

[1] holidays, vacations [2] friend, [3] find (i before ld, nd, gh?) [4] jest [5] language (läng-gwidsch) [6] diffi'cult [7] easy [8] when (wann).

Eighth Lesson. Achte Lection.

Qualities. Continued. Eigenschaften. Fortsetzung.

tall, groß (in der Höhe); little, klein; large, (a) groß (im Umfang); small, klein; heavy, schwer; light, leicht; thick (big) dick; thin, dünn; round, rund; square, viereckig; fine (nice), hübsch; ugly, häßlich.

I.

Here are two books; this is a large one and that is a small or little one. This is a large table, that is a little or small one. I show you the black-board and this writing-book: the black-board is larger than the writing-book. The writing-book is smaller (less) than the black-board. This stove is larger than this inkstand. This pupil is smaller than I; I am taller[1] than he. This pupil is taller than that. This door is larger than the window; the window is smaller than the door. Here is a little ball, it is round. Here is my eye; it is also round. I show you a ring, this ring is round. My watch is round. The stove-pipe is also round. Here I have a ruler, this ruler is not round, it is square; the black-board is square; the windows, the door, the tables are square; my fingers are round. — Here are two writing-books: this is thick or big, that is thin. Here is the wall, and here is a sheet of paper: the wall is thick, the paper is thin. This ruler is bigger (thicker) than that; this writing-book is thinner than that. Your thumb is bigger (thicker) than your little finger. Your little finger is the thinnest of all your fingers. Here are two writing-books: this is a nice (fine) one, that is an ugly one. This coat is finer than that. This writing-book is uglier than that. Here I have a thread. My hair is thinner than this thread, and this thread is thinner than this pen-holder. The table is heavy, this knife is light. The stove is heavy, the pen is light. I take[2] this ruler in one hand, this thread in the other: the ruler is heavier than the thread. The black-board is heavy, the paper is light.

[1] *tall* (*a* before *ll*, after *qu*, *w*!?) of *men*, *large* of *things*, [2] nehme.

II.

Is a ball spuare? Can a ball be[1] square? Must[2] a ball be round? Are all balls round? Are there[3] balls which are not round? Tell me a thing which is long, a thing which is short, round, square, large, tall, small or little, heavy, light, thick or big, thin, fine or nice, ugly! Have we long tables in this room or short ones? Have you seen[4] round tables? Are our tables round or square? Is the school-room large or small? Do you like large rooms better[5] than small ones? Is the stove heavy or light? Is your satchel very heavy? Is your father taller than your mother? Is there a pupil who is taller than our[6] master (mistress)? Are parents u'sually[7] taller than their children? Are the walls of this room thick or thin? Are the window-panes thicker (bigger) than the walls? Is your paper not too thin? Is it good[8] when the paper is too thin? Is this a fine book or an ugly one? Is a ruler longer or shorter than a pencil? Is a man taller than a child? Is not a woman[9] usually taller than a girl? Is a pen heavier than an inkstand? Is an inkstand lighter than the black-board? Is not a map useful?[10] Are all your books nicer than mine? Which is the tallest of all our pupils? Have you sĕv'er*al*[11] fine books? Is your arm bigger than your leg? Is paper thicker than wood? Which of your school-fellows is taller than you? Is the window square or round?

[1] sein [2] muß [3] giebt es (y a-t-il)? [4] gesehen, [5] besser (I like better ich ziehe vor, mir sind lieber) [6] unser (my, his, her, its, our, your, their) [7] (juschuälli) gewöhnlich [8] (gudd) gut [9] woman (uum'n) Frau, women (uim'n) Frauen (Fuß, Zahn, plur?) [10] (jusful) nützlich, [11] mehrere, verschiedene.

III.

Jede[1] Kugel muß rund sein [sein rund]. Keine Kugel kann viereckig sein. Meine Federn sind gut. Sind Deine [Ihre] Kinder artig [gut]? Ist Johanns Mutter größer, als er? Mathilde ist kleiner, als ihre Schwester. Wir haben große viereckige Tische in unserem Zimmer. Diese guten Kinder lieben ihre Eltern. Sind unsre Bücher besser, als die Eurigen? Die meinigen sind größer, als die Ihrigen. Wo haben die Schüler die ihrigen gekauft [gekauft die ihrigen]? Ich bin groß. Du bist [Sie sind] klein. Er hat gute Eltern. Sie hat schöne Kleider. Wir haben hübsche Hefte. Ihr habt lange Lineale. Sie (3. Pers.) haben ein großes Schulzimmer. Dieser Zögling ist größer als jener. **Diese beiden** Zöglinge sind sehr groß für[2] ihr Alter.[3] Zeigen Sie mir ein großes

[1] each, every [2] for [3] age. NB. No comma before *than*.

und ein kleines Buch! Haben Sie nur solche[4] dicke Hefte, haben Sie keine dünnere? Ich habe noch[5] hübschere, als diese; hier sind lange und kurze. Brauchen[6] Sie welche?[7] Ich brauche welche.[7] Haben Sie welche? Ich habe welche von allen Sorten.[8] Ist der Regenschirm Ihrer Mutter neu? Haben diese Kinder viele kleine Hefte?

[4]such [5]yet (immer noch = still) [6]want (uoant) [7]any ist in der Frage, some in der Antwort vorzuziehen [9]sort (oh.)

Ninth Lesson. — Neunte Lection.

Colours. (Colors.) — Farben.

white,[1] black,[2] red,[3] brown,[4] green,[5] yellow,[6] blue,[7] grey,[8]

I.

Here is my handkerchief; it is white. Here is a sheet of paper; it is white, too.[9] The chalk is white. The ceiling of the room is white. The teeth are white. My shirt (chemise) is white. My shirt-collar is white. I look at[10] the stove, it is not white, it is black. This ink is black. The coal is black. The hair of this pupil is black. My boots (shoes, half-boots) are black. Look at this penholder, it is neither[11] white nor black, it is red. Here is a writing-book, here is the cover of this writing-book, the cover of this writing-book is red. The cheeks of this boy (girl) are red. Here is (some) red ink. This wood is brown. This hair is brown. The eyes of this pupil (this pupil's eyes) are brown. The cover of this book is brown. Here is a penholder, it is green. Here is green paper. Here is a leaf, it is green. The cover of this writing-book is yellow. Here is a bit of paper, it is yellow. Here is a ring, it is yellow. I look at the sky, the sky is blue. Here is some blue paper. This pupil has a blue kerchief. That pupil has a grey coat (gown).

[1]weiß [2]schwarz [3]roth [4]braun [5]grün [6]gelb [7]blau (*u* after l, r, flute, rude?) [8]grau [9]or: *also* auch [10]ich sehe (schaue) an [11]neither-nor weder — noch. (pron. nidher oder neidher; the former pronunciation prevails in America, the latter is now very common in England).

II.

Of what colour[1] is your hat, your coat (gown), waist-coat (apron), pantaloon (veil), handkerchief, cravat (kerchief)? Of what colour are your eyes? Of what colour may[2] eyes be? Of what colour are your boots (shoes, slippers), stockings, socks,[3] buttons, umbrella? Of what colour may the hair of men or women[4] be? Do you know a boy who is flaxen-haired?[5] How is the hair of an ōld[6] man? Has your father a black beard,[7] mustăchio,[8] and whiskers?[9] Of what colour is the sky? the paper, the blood?[10] Is the sky always[11] blue? How[12] is the hair of this boy? Are all your clothes grey? Which of these boys has a black pantaloon? Do you know a boy with[13] flaxen hair and blue eyes? Has the first pupil grey, black, white, red hair? Of what colour are the covers of your writing-books? Which are the colours of our country?[14] Have you black, red, and blue ink? Have you a shirt (chemise), of what colour is it? Of what colour are the walls in this room? Have you any red or yellow paper? Are your teeth white or black? Are not your boots black? Are pens very heavy? Are you taller than I? Are all your books very thick? Which of your books is the biggest, and which is the thinnest? Have you a long or short ruler? Is your sister ugly? Do you like black ink and white teeth? How many toes[15] have you? Which of your fingers is the longest? Of what colour are your fingers? Which writing-books have more paper, large or small ones, thick or thin ones? Is your father taller than your brother? Are blue eyes finer than black ones?

[1]auch: *color* Farbe [2]mögen, können [3]Socken [4]woman (u), plur. women (i) Frau [5]blond [6]alt [7]Bart [8](ch = sch) Schnurrbart [9]Backenbart [10](blödd) Blut [11]*(a bef. l?)* immer [12]wie? [13]mit [14](cönntri) Land, Vaterland [15](toh) Zehe.

III.

Mein Heft ist aus Papier gemacht [gem.[1] von[2] P.], das Papier ist weiß, aber die Decken der Hefte haben andre Farben, sie sind roth, grün, gelb, blau. Von welcher Farbe sind Ihre Kleider? Müssen Deine Zähne immer weiß sein? Zeigen Sie mir Ihre Finger; sie sind ganz[3] schwarz, dieß ist von[4] der Dinte. Das ist nicht schön. Deine Finger müssen immer weiß sein. Sind Ihre Nägel immer weiß? Graue Wolken[5] bedecken[6] den Himmel, er [es] ist nicht mehr blau. Es gibt auch schwarze Wolken. Sehen Sie das Schloß der Thüre an,

[1]made [2]of [3]quite [4]from [5]cloud [6]cover (ŏ).

von welcher Farbe ist es? Es ist schwarz, nicht wahr?[7] Es ist nicht schwarz nicht wahr?[8] Ihr Bruder ist älter und größer, als Sie, nicht wahr? Ihre Schwester hat keine rothen Haare, nicht wahr (has she)? Können [wissen] Sie Ihre Lection? Ihre Schwester hat schönere Kleider, als Sie. Haben Sie schönere Kleider, als Ihr Bruder? Ist (die) Kreide schwerer, als (das) Holz? Die Hände dieser Dame sind lang, dünn und weiß. Die Wände sind weiß, blau, grün, gelb, braun, roth. Grün ist eine angenehme[9] Farbe. Lieben Sie die blaue Farbe? Ich liebe die blaue Farbe sehr,[10] aber ich liebe die grüne noch mehr[11] und ich liebe die gelbe Farbe gar nicht.[12] Diese Dame hat einen schwarzen Hut mit gelben Bändern; ist das schön? Gefallen Ihnen [Lieben Sie] runde Tische besser als viereckige? Wir haben zwei viereckige Tische und drei runde. Sind lange Hände schön? Sind große Füße hübsch?[13] Die Zimmerdecke ist (eben) so lang als der Fußboden. Wie viel sind 4 × 5? 8 + 8? 18 —[14] 4? Alle Kinder lieben ihre Eltern; lieben Sie die Ihrigen? Von welcher Farbe sind Ihre Taschentücher? Haben alle unsre Kinder rothe Wangen? Sind Federn schwerer als Bücher?

[7]is it not? (auf eine Bejahung) [8]is it? (auf eine Verneinung) [9]agreeable, [10]very much [11]better [12]not at all [13]pretty [14]— weniger less.

Tenth Lesson. Zehnte Lection.

Qualities.

hard (a), rough (röff),[1] soft,[2] smooth,[3] strai*gh*t,[4] crook*ed*,[5] wide, broad,[6] (oa) narro*w*,[7] ti*gh*t,[8] hi*gh*,[9] lo*w*,[10] sharp (a),[11] pointed,[12] blunt,[13] cōld,[14] warm (oa),[15] hot,[16] good (better, best),[17] bad (worse, worst),[18] ōld,[19] young,[20] old,[21] new,[22] clean,[23] dirty (ö).[24]

I.

Look at this little stick, it is straight; now it is crooked. Here is my forefinger, it is straight, now it is crooked. My arm is now straight, now crooked; my leg is straight, now it is crooked. Here is my

[1]hart, rauh [2]sanft [3]glatt [4]gerade [5]krumm [6]breit [7]enge [8]enge, dicht [9]hoch [10]nieder [11]scharf [12]spitzig [13]stumpf [14]kalt [15]warm [16]heiß [17]gut besser, best [18]schlecht, schlechter, schlechtest [19]alt [20]jung [21]alt [22]neu [23]rein [24]schmutzig.

knife. Here is the blade of my knife, it is sharp. This knife is blunt (not sharp). This penknife is sharper than my knife. These needles are pointed. These tables are wide, or broad, the benches are narrow. This room is wide. This window is not wide (broad), it is narrow. This room is high. This table is high, that table is low. Here is a high chair, there is a low chair. The stove is warm. My hands are warm. The panes of the window are not warm, they are cold. Very warm is hot. Here are two books, this is clean, that is dirty. Here are two fingers, this is clean, that is dirty. I write with this pen; this pen is good. I cannot write with that pen; that pen is bad. Here are two copy-books; this is old and that is new. Here are old pens and there are new ones. This wood is rough (hard), this pane is soft. My hand is soft (smooth), the wall is rough. This paper is soft, the floor is rough.

II.

Show me your arm straight; now show it me crooked! Are the pencils and penholders straight or crooked? Are all our pupils good children? Have we no bad *ones*? Is your brother better or worse than you? Do you know a worse girl than your sister? Which is the best child (whom[1]) you know? Which is the worst boy (whom) you know? Are our tables soft (smooth) or rough? Is wood rougher or smoother (softer) than paper? If[2] a knife is not sharp, how is it? Have you a knife? is it sharp or blunt? What do you like better, sharp or blunt penknives? Are your boots (shoes) wide or tight (narrow)? Are tight shoes and boots very agreeable? Are the streets in our town wide or narrow? What do you like better wide or narrow streets? Is our house high or low? Is this room not too low? Do you like high or low rooms? Is the sky high or low? Are your pencils hard or soft? Do you like hard or soft pens? Has a dĭl'ĭgent[3] work'man[4] very soft hands? Are all the streets in your town straight? Are parents older or younger than their children? Must a father be older than his son? Have you got new books? Is the stove always hot, warm or cold? Must children be clean or dirty? Are your hands, your face, your fingers, your nails always clean? Is the school-room higher than your room? Are your school-fellows good or bad children? How is the hair of an old man?[5]

[1] whom (huhm), welchen (Acc.) von Personen [2] wenn (Bedingung) [3] fleißig (more, most diligent) [4] Arbeiter [5] Greis.

III.

Es gibt harte und weiche Bleistifte, welche sind theurer? Es gibt theure und wohlfeile.[1] Wo kaufen[2] Sie diese schlechten Federn? Diese Messer sind schärfer als jene. Meine Bücher sind schlechter als die Ihrigen. Ich habe sehr gute Eltern, ich liebe sie sehr. Jene Dintenfässer sind alt, diese sind neu. Die Tische sind höher als die Bänke. Einige[3] Tische sind sehr nieder. Die Bänke für[4] kleine Kinder müssen niedrig sein. Mein Rock ist sehr weit, aber meine Weste (mein Unterrock) ist sehr eng. Enge Stiefel sind sehr unangenehm.[5] Diese bösen Kinder machen nie [nie[6] thun] ihre Aufgaben;[7] haben [sind] sie Recht?[8] Nein, m. H. (Madame), sie haben [sind] sehr Unrecht.[9] Ich habe ein scharfes Messer gekauft; habe [bin] ich nicht Recht? Gewiß,[10] Sie haben sehr Recht. Ihr Bruder hat Schuhe gekauft, welche zu enge sind; hat [ist] er nicht Unrecht? Meine Schwester trägt sehr weite Handschuhe, hat sie nicht Recht? Nein, Herr[11] Walter (Frau[12] W.), sie hat nicht Recht, sie hat Unrecht. Die Näh- und Stecknadeln sind sehr spitzig. Die Thüre ist höher und breiter als das Fenster. (Die) Bänke sind niederer als (die) Tische. Meine Lection ist schwerer[13] als die Eurige. Die Straßen unsrer Stadt sind enger[14] als die[15] von Paris. Dieses arme Kind hat krumme Beine. Die Hände (der) Herren[16] sind härter als die (der) Damen. Das Leben (des) Menschen ist kurz. Sind die Zähne härter oder weicher als die Haut,[17] das Fleisch?[18] Gute Kinder sind immer rein. Ich liebe schmutzige Knaben und Mädchen nicht. Mein Papier ist weißer, schöner, wohlfeiler als das Ihrige.

[1] cheap [2] buy (bei) [3] some (ŏ; einige wenige = a few, fju) [4] for (auch: denn), [5] disagreeable, [6] never [7] task [8] right [9] wrong [10] to be sūre (schur, often spoken schohr), [11] Mr. W. (spr. Mister, schreibe immer Mr.), [12] Mrs. W. (Mistriß, spr.: Missis, schreibe immer Mrs.), [13] *more* difficult, [14] more n., [15] = diejenigen, jene those (dh). [16] gen'tleman, pl. gentlemen (Mann, Frau, Fuß, Zahn in pl.?) [17] hide [18] flesh (Fleisch zum Essen: *meat*).

Eleventh Lesson. — Elfte Lection.

Matērials. — Stoffe.

I.

Here is the table; it is made of[1] wood. The bench is made of wood. This chair is made of wood. The wall is made of stone (or bricks). The

[1] gemacht von.

window-panes are made of glass. Here is a bottle (a dĕcan'ter), it is made of glass. Here are my boots; they are made of leather. This glove is made of leather. This satchel is made of leather. Here is the back of this book; it is of leather. Here are the four cŏrners of the book; they are made of leather. Look at the stove; it is nĕither of wood nor[2] of leather, it is of ĭron. This nail in the wall is of ĭron. The lock at the door is of iron; this key in the lock is of iron, too. These writing-books are made of paper. This map is made of paper. The leaves in this book are made of paper. The covers of this book are made of pāste-board. Here is a pōrt'folĭo, it is made of paste-board. Here is the blade of my knife, it is made of steel. This pen is also[3] made of steel; it is a steel-pen. Here is a needle, it is made of steel. Here is a pĭece of mon'ey, a coin; it is made of copper. Here is another piece of money; it is of silver. This watch is of silver. This ring is of gold. Here is my shirt (chemise), it is made of lĭnen, and the linen is made of hemp or flax. My pocket-handkerchief is of linen. Here is a thrĕad of cotton, here is another of linen and here is one of silk. My coat ĭs made of cloth, and cloth is made of wool. My cravat is made of silk (of cotton). Here is my hat; it is of felt. These buttons are of horn. Here is the handle of my knife, it is also of horn (ĭvory, mother of pearl). Here is the lĭning of my coat (gown), it is made of căl'ĭco (shirting, ŏ).

[2] weder — noch [3] *a* before *l*?

II.

Tell me a thing made of glass, another of paper, iron, gold, silver, steel, copper, wood, stone (brick), horn, ivory, mother of pearl, leather, cloth wool, cotton, linen, hemp, flax, silk, calico, paste-board! Of what is made the blade of a knife? the handle of a knife? Of what is money made? Of what is the floor made? Are there gold watches? Have you a watch? Is your father's watch (of) silver or gold? Have I a gold (golden) ring? Have you silk buttons? Have you seen stone tables? Have you linen or woolen shirts? Of what materials may stockings, handkerchiefs, hats, caps, thread, clothes (dresses) be made? Have you seen a chĭna[1] stove? Have you in your house an earthen[2] stove? Are there also wooden stoves? Has your mother a golden chain, a golden bracelet, a golden necklace? Has she a silk bonnet? Of what is your coat made? Of what is linen made? Of what are buttons

[1] Porzellan (China, China), [2] irden.

made? Of what may a snuff-box[3] be made? Are all pocket-handkerchiefs of silk? Does your mother always wear a silk dress? Which are dearer silk dresses or cotton dresses? Are the window-panes made of horn? Of what are your copy-books made? (Of) what colour is gold? silver? iron? copper? linen? leather? paper? Is silk rough or smooth? Have you a straw[4]-hat? Are there straw-chairs in this room? Does your sister wear a straw-hat? Is straw very heavy? Is ivory very rough? Is horn better or worse than ivory? dearer or cheaper? Of what are our inkstands made?

[3] Tabaksdose [4] Stroh.

III.

Es gibt Strümpfe von Wolle, Baumwolle, Zwirn (Faden), Seide. Es gibt Halbstiefel von Leder, Tuch, Leinwand, Seide. Die Leinwand wird [ist] aus Flachs oder Hanf gemacht. (Das) Eisen ist ein Metall;[1] Gold, Silber, Kupfer, Eisen und Stahl, Zinn,[2] Blei,[3] Messing,[4] Quecksilber[5] sind auch Metalle. Alle Metalle sind sehr nützlich. (Das) Eisen ist nützlicher, als das Gold. Eisen und Stahl sind härter, als Gold und Silber. Zinn und Blei sind sehr weiche Metalle; Quecksilber ist gewöhnlich[6] flüssig.[7] Wir haben Münzen von Kupfer, Silber und Gold. Ich habe eine silberne Uhr, einen goldnen Ring, einen tuchnen Mantel, lederne Handschuhe, seidne Strümpfe. Es gibt Stühle mit Sitzen[8] von Stroh. Meine Mappe ist nicht von Leder, sie ist von Pappendeckel; ich habe sie bei dem Schreibmaterialienhändler[9] gekauft [gek. es bei d. S.]. Die Rücken der Bücher sind von Calico oder Leder. Es gibt Knöpfe von Tuch, von Seide, von Horn, von Messing, von Perlmutter, von Gold. Diese hohen Mauern sind von Stein gemacht. Wenn Sie mit Ihren Bleistiften nicht schreiben können [k. n. schr. m. J. B.], (so) sind sie [sie sind] sehr schlecht. Sehen Sie diese silbernen Knöpfe an! Zeigen Sie mir Ihre goldne Uhr! Lieben Sie leinene oder baumwollene Hemden? seidne oder zwirnene Strümpfe? Wer hatte[10] eisernes Geld? Trägt Ihr Bruder eine Stahlbrille?

[1] met'*al* [2] tin [3] l*e*ad [4] brass [5] quicksilver, [6] usually (juschuälli), comm*o*nly, gener*a*lly, [7] liqu'id, fluid (u after l and r?) [8] seat [9] at the stationer's (stehschners; *stationery*: articles usually sold by stationers: paper, ink, quills etc.) [10] had.

Twelfth Lesson. Zwölfte Lection.

Numbers. Time. Zahlen. Zeit.

I.

Let us count the fingers of ten pupils: 1, 2, 3, 4, 5 ... 20, twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine, thirty (förti), 31, 32 .... 39, forty,[1] 41, 42 .... 49, fifty, 51, 52 .... 59, sixty, 61, 62 .... 69, seventy, 71, 72 .... 79, eighty, 81, 82 .... 89, ninety, 91, 92 .... 99, hundred. One hundred and[2] one, one hundred and two. Ten hundred are a thousand; ten hundred thousand are a million. — Let us count the pupils, panes, fingers with ordinal numbers: the 1st, 2nd, 3d, 4th, 5th .... twentieth, twenty first,[3] twenty second, twenty third, twenty fourth, twenty fifth, twenty sixth, twenty seventh, twenty eighth, twenty ninth, thirtieth, fortieth, fiftieth .... hundredth, thousandth.

(These numbers also must be repeated till they are known and may be used quite like the German numbers.)

[1] nicht fourty [2] this „and" is not to be omitted [3] sometimes with a hyphen: *twenty-first.*

II.

How many pupils are there in this school? How many feet have they all together?[1] how many[2] eyes? how many heads? how many fingers? how many toes? In which year[3] are we? Are we in the year one thousand eight hundred and sixty nine? What o'clock[4] is it? Is it nine, eleven, six, twelve, one o'clock? Write the foll'owing[5] numbers in words: 20, 90, 50, 70, 30, 80, 40, 60, 100, 67, 46, 85, 34, 73, 52, 91, 28, 123, 345, 678, 901, 1000, 2001, 3060, 4600, 5027, 6303, 7589, 1234, 5678, 9012, 3456, 7890, 1023, 4567, 89012, 34567, 80012, 31245, 456789, 192837, 465012, 3456789, 10283756, 28, 32, 45, 53, 69, 72, 84, 93! How many are 7×12? How many $820 + 820$? How many are 740 —[6] 320? How many windows are on this house and how many panes have they all together? How many panes has one window in this room? How many min'utes[7],

[1] (dh) zusammen [2] much viel, many viele [3] Jahr; or: Which y. are we in? [4] Wie viel Uhr (statt of the)? [5] folgende [6] less weniger [7a] (minnit) Minute; minute (minjuht) sehr klein

has an hour?[7] How many sec'onds[8] has a minute? How many hours has a day?[9] How many days has a week?[10] How many days has a month?[11] How many hours has a week? How many minutes has a day? How many months has a year? How many days has a year? How many years has a cent'ūry?[12] How old are you? How old are your parents? your brothers and sisters? What day of the month is this?[13] Which day was[14] it yes'ter-day?[15] How many pages has your book? How many leaves has it? Who is the first, the second, the thirteenth, the last in this class? From one hundred I take[16] away[17] twenty, how many do remain?[18]

1. See me, I am a little boy (girl)
Who likes to go[19] to school;
And thō**ugh**[20] I am not very old
I'll[21] prove[22] I am no fool.[23]

2. Twice 2 are 4, twice 4 are 8
And 6 is 3 times 2.
Twice 6 are 12, twice 5 are 10
And more than this I do.

3. For I can count 1 to 1000,
Say 1 and 2 make 3;
Take 1 away, and 2 remain,
As you may[24] plainly[25] see.

4. Far [26] better still,[27] I learn that God
Made[28] all things that I see;
He made the earth,[29] He made the sky,[30]
Made man,[31] made you and me.

[7](aur) Stunde [8]Sekunde [9]Tag [10]Woche [11]Monat [12]Jahrhundert [13]den wievielten haben wir heute? (wörtlich?) [14]war [15]gestern [16]nehme [17]weg [18]bleiben [19]I like to go ich liebe zu gehen, ich gehe gern [20]or: althou*gh* (olso) obgleich [21]Abbreviation for: *I will*, [22](u) beweisen, [23]Narr (fr. fou) [24]mögen, können [25]deutlich [26](a) weit, fern [27]noch, immer noch [28]machte (to make) [29]Erde [30]Himmel (der sichtbare) [31]the man der Mann, man der Mensch.

III.

Lassen Sie uns rückwärts zählen (z. r.) von[1] 100 auf[2] 1; können Sie das? Was ereignete (sich)[3] in den Jahren 2000, 888, 555, 333, 754, 42, 30 vor[4] Christus[5]? Was ereignete sich in den Jahren 9, 375, 476, 768, 814, 1066, 1096, 1254, 1492, 1618, 1648, 1789, 1804, 1815, 1821, 1830, 1866 nach[6] Christus? Ein Jahrhundert hat 100 Jahre, ein Jahr hat 12 Monate oder 365 Tage. Jedes[7] vierte Jahr ist ein Schaltjahr[8] von 366 Tagen. Ein Monat hat entweder[9] 28 oder 29, 30 oder 31 Tage, also vier Wochen oder vier Wochen und einen Tag, vier Wochen und zwei oder drei Tage. Wie viele Tage hat der jetzige[10] Monat? Ein Tag mit der Nacht[11] hat 24 Stunden

[1]from [2]to [3]happened [4]before [5]Christ (ei) [6]after [7]every, each [8]leap-year [9]either (idher) auch: either (u. neither) [10]present [11]night.

Der Tag allein[12] hat jetzt 14 Stunden. Der längste Tag in unsern Gegenden hat 16 Stunden, der kürzeste hat 8. Wie viele Stunden hat der heutige [= dieser] Tag? Wie viele Stunden hat jetzt die Nacht? Eine Stunde hat 60 Minuten und eine Minute hat 60 Sekunden. Zeigt Ihre Uhr die Sekunden? Der letzte Tag dieses Monats ist der 31te. Wir reisen ab[13] den 25ten dieses Monats. Wir sind jetzt im Jahre 1878. Mein Bruder ist älter als ich; er ist 16 Jahre alt; ich bin erst (nur, blos) 12 alt. Meine kleine Schwester ist noch sehr jung; sie ist erst ein halbes[14] [halb ein] Jahr alt. Ein Mann hat 32 Zähne, ein Kind hat nur 28. Haben Sie lederne[15] Schuhe? Haben wir nur hölzerne[16] Tische? wollene[17] Strümpfe?

[12]alone [13](shall) set out or: set off [14]*half a* [15]leather oder leathern (dh) [16]wooden [17]woolen with one *l* (but: woolly wollig), worsted (uusted), aus Wollengarn oder Sayette.

Write the Multiplication Table in English words: $1 \times 0 = 0$, $2 \times 1 = 2$, $2 \times 2 = 4$ and so on.

Thirteenth Lesson. Dreizehnte Lection.

Time. Zeit.

I.

60 seconds make a minute (minnit); 60 minutes make an hour; 24 hours make a day (with the night); 7 days make a week. The 7 days of the week are: Monday, Tūesday, Wednesday[1], Thursday, Frīday, Săt'urday, Sunday or Sabbath-day. 14 days (and nights) are called a fortnight. 4 weeks and 1, 2 or 3 days make a month. A month has 30 or 31 days, Feb'ruary[2] alone has 28 or 29 days. 12 months make a year. The twelve months of the year are: January, February, March, April, Mai, June, July, Au'gust, Septem'ber, Octo'ber, Novem'ber, Decem'ber. Āpril, June, September, and November (*Apjunseno*)[3] have 30 days, all others have 31.

30 days have September,
April, June, and November,
February has 28 alone,
And all the rest[4] have 31,
Except'[5] in leap year, at which time
February's days are 29.

[1]„wensde" [2]*u* after *l* and *r*? [3]Abbreviation of the said 4 months [4]übrigen [5]ausgenommen.

365 days make a year, but every fourth year there is a leap-year, that is a year of 366 days. 100 years are a called a *century*; we are in the XIXth century. To-day is Friday the 21st (of) May 1880. The year has also four seasons: Spring, Summer, Autumn, Winter. — Here is my watch. Here is the dial of my watch. (I draw[6] it on the blackboard). There are 12 numbers on this dial from 1 to 12, which mark the hours of the day and night. There are two little hands: here is the longer (one) and here the shorter (one). The longer hand shows the hours, the shorter one the minutes. 15 minutes are a quarter of an hour, 30 minutes are half an hour, 45 minutes are three quarters of an hour. One hour is called one o'clock, two hours are called two o'clock, three hours ....., 12 hours are called twelve o'clock, or noon; but 12 hours in the night are called midnight. The hours before noon are called A. M.[7] (*ante meridiem*), the hours after noon are called P. M.[8] (*post meridiem*). The time before noon is called the *morning* or *forenoon*, the time after noon is called the *afternoon*, or *evening*. 15 minutes after one o'clock are said: a *quarter past one*; 30 minutes = *half past one;* 45 minu tes = *three quarters past one,* or (better): a *quarter to two*. 15 minutes after two = a quarter past two; 30 m. = half past two; 45 m. = a quarter to three...... This day is also called *to-day;* the day before this: *yesterday*; the day after this: *to-morrow*; the second day before this is the *day before yesterday*; the second day after this is *the day after to-morrow*. The first day of January is called *New-year's-day,* the 25th (of) December is *Christmas*, the 24th (of) June is *Mid'summer-day*[9] the 29th of September is *Michaelmas*[10]; in March or April is *Easter* and seven weeks after Easter is *Whit'suntide*[11]; the Friday before Easter is *Good-friday*, the thursday is *Maundy-thursday*[12], the sunday is *Palm-sunday* (pahm), the whole week before Easter is called Passion-week.[13]

[6]ziehen u. zeichnen [7]A. M. (often pronounced: „eh em“) Vormittags. [8]P. M. (pi em) Nachmittags [9]Johanni [10]mikelmeß: Michaeli [11]or Pent'ecost (pentecôte) Pfingsten. [12]mandi, from „maund“ (mand), a basket, because the king of England distributed alms at Whitehall from baskets in which the gifts were contained. [13](päsch'n). Of all feasts or holy-days, the sundays, Christmas, and Good-friday alone are really celebrated in England.

II.

Explai'n[1] the words: second, moment, or instant[2], minute, hour, day, week, month, year, quarter of a year, half[3] a year, half an hour, leap-year,

[1]erklären [2]Augenblick [3]not: *a half.*

century, noon, midnight, A. M., P. M., to-day, yesterday, to-morrow. Tell me some hōly-days[4]! How many seconds are 2, 3, 4 minutes? How many minutes have 5, 6, 7 hours? How many hours have 8, 9, 10 days? How many days have 11, 12, 13 weeks? How many weeks have 1, 2, 3 years? How many months have 4, 5, 6 years? 7 centuries how many years? How many leap-years are there in one century? What do you call Good-friday, Maundy-thursday, Palm-sunday, Passion-week? When is Christmas, Michaelmas, New-year, Midsummer-day, Whitsuntide? Tell me what o'clock it is, if you please[5]? Is a minute longer or shorter than an hour? How many times is a day longer than an hour? a year longer than a week? When does Spring begin? Summer? Autumn? Winter? When have we the longest, when the shortest day? How many hours has the longest day? the shortest night? Are in Summer the days longer than the nights? And in Winter? When are day and night quite ēqual? How many hours has a week? How many days has each of the 12 months? Do you like the night better than the day? Tell me the hours from twelve to three with quarters and halves! Is every year a leap-year? How many minutes is a quarter of an hour? half an hour? What do you say in English: $^{3}/_{4}$ (auf) 6, $^{3}/_{4}$ 9, $^{3}/_{4}$ 12, $^{3}/_{4}$ 8 (or: 5 $^{3}/_{4}$, 8 $^{3}/_{4}$ 11 $^{3}/_{4}$, 7 $^{3}/_{4}$)? At what o'clock is it day now? At what o'clock is it night? At what o'clock do you go to school? At what o'clock do you go home? In which century are we now?[6] In which century was America discovered[7]? Which year are we in? (In which y. a. w. now?) What day of the month is this? What day of the week is this? Which day was it yesterday? Which day was it the day before yesterday? Which day will it be to-morrow? the day after to-morrow? Which is the 1st, 6th, 9th, 12th, 2^{d}, 8th, 7th, 3^{d}, 5th, 4th month of the year? When were you born[8]? When is the birth[9]-day of your father, mother, brother, sister? Is this a leap-year? Is to-morrow a hōly-day? What time is it? At what time (hour) do you go[10] to bed? Do you hear the clock strike?[11] Which season do you like best[12]? Do you like Autumn better than Spring? In which year is your grandfather, your grandmother? How old are you? Are you older than I? Is it 12 o'clock now? Have you the 1st place at school or the last? Write (or tell) the hours (with quarters and halves) from 12 (noon) to 12 (midnight)!

[4]Feiertage (feasts) auch Ferien (dann besser: *hol'iday*), from: holy heilig [5]gefälligst [6]at present, actually jetzt [7]entdeckt [8]geboren [9](d̆) Geburt [10]gehen [11]schlagen [12]lieben Sie am meisten, gefällt Ihnen am besten.

III.

1. [Ein] Hundert Jahre heißen ein Jahrhundert. Ein Jahrhundert hat 100 (ein h.) Jahre. Ein Jahr hat 52 Wochen und 1 Tag; aber ein Schaltjahr hat einen Tag mehr[1], also[2] 52 Wochen und 2 Tage oder 366 Tage. Ein Monat hat 30 oder 31 Tage; doch[3] gibt es einen Monat, welcher nur[4] 28 und in einem Schaltjahre 29 Tage hat. Um wie viel Uhr stehen[5] Sie auf? Um wie viel Uhr gehen Sie zu Bette (legen Sie sich schlafen)? Stehen Sie um ½5 oder ¾5 auf? Legen Sie sich um ¼ oder ¾10 schlafen? Wann beginnt die Schule [thut Schule b.]? Fangen Sie um ½8 oder ¾8 an? Wann endigen[6] Sie, um ½12 oder ¾ auf 12? Gibt es Monate, welche[7] 32 Tage haben? In Deutschland[8] hat der längste Tag [der längste Tag hat] 16, der kürzeste[9] 8 Stunden. Ein Jahr ist 8760 mal länger als eine Stunde. Mein Großvater ist in seinem 91ten, meine Großmutter in ihrem 81ten Jahre. Wer ist der (die) Erste und wer der (die) Letzte in Eurer Schule? Bitte[10](,) sagen Sie mir, wie viel Uhr es ist? Es hat so eben[11] 12 geschlagen[12]. Es ist noch[13] sehr frühe; es ist nicht sehr spät. Haben Sie keinen Schlüssel zu Ihrer Uhr? Es ist 11 Uhr 26 Minuten; es ist hohe Zeit, lasset uns gehen. Ich will heute nicht (hin)gehen; es ist Zeit bis[14] morgen. Heute [es] ist ein Feiertag. Wir haben keine Schule an Feiertagen. Welchen Feiertag lieben Sie am meisten? Ich liebe Weihnachten am meisten[15], weil[16] ich immer schöne Weihnachtsgeschenke erhalte[18]. In England senden[19] sich[20] Verwandte[21] und Freunde kleine Geschenke[22a] am Valentinstag, am 14. Februar; die Post hat dann hundert Tausende von Briefen mehr zu versenden[22](!) als an andern Tagen. Es muß sehr spät sein. Wir werden übermorgen abreisen und heute über 8 Tage[23] in Paris ankommen.[24] Wie lange ist es, daß Sie Englisch lernen[25]? Es ist ein Vierteljahr. Vergangene [letzte] Woche war ich der erste; vergangenen [letzten] Monat war sie die letzte. Die wievielste [welche] Lection ist dies? Ist es die 11te oder die 12te? Es ist weder[26] die 11te, noch[26] die 12te, es ist die 13te. Wird Ihr Bruder nächsten[27] Sonntag ankommen? Ich weiß (es) nicht. Welcher Monat ist [es] vor (dem) Januar? vor Juli? nach März? nach August? Von heute an[28] werden Sie an (at) die Spitze [Kopf] Ihrer Uebersetzungen[29] das Datum (date) schreiben[30], also (thus): Heute ist Montag der 31. August 1881.

[1]more [2]= demnach, deßhalb therefore [3]yet [4]= blos only, but [5]rise [6]finish [7]*who* or *which*? [8]Germany [9]not: *one* after the superlative [10]pray [11]just now (*time* generally at the end of the sentence) [12]struck [13]yet [14]till [15] = Ich l. (am) besten W. [16]because [17]christmas-boxes [18]receive (Acc. *after* the verb) [19]send [20]= einander each other [21]relation (Nom. *before* the verb) [22a]present, gift [22]send away [23]to-day (this day) week (*see* Nr. 11) [24]arrive at P. [25]learn [26]neither-nor [27]next [28]from to-day, henceforth [29]translation [30]write.

Nürnberg, den 1. November [Nov. d. 1.] 1879. Liebe[1] Schwester! Ich stehe jeden Tag um 6¼ Uhr (¼ auf 7) auf; ich frühstücke[2] um 7½ (½8) Uhr und gehe zur (to) Schule um 8½; um 10 Uhr haben wir (w. h.) eine Viertelstunde für ein zweites Frühstück[3]; um 12 Uhr ist die Schule (d. S. ist) aus[4], wir gehen **nach Hause**,[5] speisen[6] um 12½ (½1) und gehen um 2 Uhr wieder[7] zur Schule (z. S. w. um 2 U.); um 4 verlassen[8] wir (w. v.) sie (it), wir spielen bis 4¾, machen unsre Aufgabe[9] bis 6¾, essen zu Nacht[10], arbeiten und gehen zu Bette um 9½ (½10). Ich bin Deine (Dich) liebende[11] Schwester Marie.

[1] dear [2] breakfast [3] lunch [4] = geendigt, finished [5] n. H = home, zu Hause at home [6] dine [7] again (agenn) [8] leave [9] do a task [10] sup [11] loving.

Fourteenth Lesson. Vierzehnte Lection.

Actions, Handlungen. Verbs, Beitwörter.

I.

I stand up.[1] I sit down.[2] I walk one step. I walk (go) two steps forward. I walk two steps backward. I show you an atlas. I count the tables. I take a book in my right hand. I take it in my left hand. I open the book. I read in the book. I read aloud (in a loud voice.[3]) I read in a lo*w*[4] voice. I read quickly.[5] I read slowly.[6] I shut the book. I give the book to a pupil. I take the book and put it on the table. I look up to the ceiling. I look down to the floor. I breathe. I shut my right eye. I open it. I shut my left hand. I open my left hand. I go to the window. I open it. I look up at the sky. I shut the window. I return to my place. I sit down. I advance' (extend) my right foot. I draw it back. I advance my left arm. I draw it back. I put my hands on my back. I put my hand on the table. I put the forefinger of my right hand on my lips. I put my left hand on my right shoulder. I turn round. I take my handkerchief out of my pocket. I unfold it. I wipe my forehead. I wipe my eyes. I wipe my nose with my handkerchief. I drop it on the table. I take it again. I drop it on the floor. I pick it up. I spread it over[7] this book. I make a knot in it. Here is the knot. I tie it faster.[8] I untie the knot. I roll

[1] auf [2] nieder [3] Stimme [4] nieder u. leise [5] quick, Adv. quickly schnell [6] Adj. *slow* langsam [7] über [8] fest u. schnell.

my handkerchief up. I put it into (in) my pocket. I knock at the table, at the blackboard, at the window-pane. I shake hands with this pupil. I fold my hands. I spread out my fingers. I blow on my fingers. I cross my arms. I raise (or I lift up) my right hand. I bend down my right hand. I lift up (raise) my left hand; I bend it down. I lift up (raise) my eyes. I cast down my eyes. I clap (beat) my hands, once, twice, three times. I knock at the window-pane. I lean (prop) my head on my right hand. I overturn (overthrow) this chair. I take it up. I lean it against[9] the wall. I carry (take) it to its[10] place. I turn round towards the door, towards the window. I read a sentence. I stop (or I leave off). I sigh, I cough (koff), I laugh (laf), I smile. I take a writing-book. I put (lay) it down. I remove this chair; I remove this little table.

In saying „*I stand up*“, the teacher does so, the pupil repeats the action and the words, „*I stand up*.“ Then command to two, three, or a whole bench of pupils: „*Stand up*!“: and they repeat: „We stand up.“ Then the teacher or one of the pupils repeats the actions and words, and the pupils repeat in the 2nd person: „*You* stand up, *you* take the book.“ You command the actions to two or three pupils and ask the others: „What are *they* doing?“ Finally one pupil is doing all this, the teacher asks: „What is Charles, Louisa doing?“ and makes the pupils answer: „He (she) stand*s* up.“

[9]gegen [10]sein, ihr neuter.

II.

Stand up! Take your book in your right hand! Open it at the page 75! Read six words from the fifth line! Speak in a lower voice! Spell the first two words! Show me a full stop, or pēriod. cōlon: sem'icolon; comma, note of interrogātion[2] ? note of exclāmation[3] ! paren'thesis ( ), brackets [ ], quotātion marks „-“ dash —, apos'trophe ', hyphen -, asterisks *! Shut your book! Put it on the bench! Take it up again[4]! Show it to your neighbour on the right! Give it to your neighbour on the left! Take it back! Drop it on the table! Come out of your place! Go to the door! Put your hand on the lock! Knock at the door! Open it! Shut it! Come near me! Go back to your place! Where is your place? Shake hands with your two neighbours! Sit down! Stand up again! Put your right hand on your left ear! Put two fingers of your left hand on your month &c. — Do you sit on a bench or (on a) chair? Where do I sit? Do the pupils learn at school? Do they read[5], write[6], reckon sing, draw? Do the pupils like to go to school? At what o'clock do you go home[7]? Are your papa (Pa) and mamma (Ma) at home? Do they send you

[2]or: interrogatory point [3]or: exclamatory point [4]wieder [5]lesen [6]schreiben [7]nach Hause *home*, zu Hause *at h.*

to school[8]? Are you now at school? Do you read when I bid[9] you? Do not drop your book, drop your pen! Do not lift up your left hand, lift up your right hand! Does Charles go home with you? Does Car'oline cross her arms? Does your neighbour[10] cast down his eyes? Does he overturn a chair? Does he take your inkstand or ruler? Does he shake hands with you? Do you show your tongue? Is it polite[11] to show one's[12] tongue? Do you laugh, sigh, weep[13], cough, breathe hard? Do you take your fellow-pupils' writing-books? Do you lend[14] them your book when they ask[15] you?

[8]in **die** Schule, Kirche to school, to church; in **der** Schule, K. at school, at church [9]heißen, gebieten [10](neighbor) Nachbar, Nachbarin [11]höflich [12]seine; one: Jemand, Einer, man [13]weinen; from little children say: *cry* [14]leihen [15]fragen, bitten.

III. Conjugation of the Present Tense.

1. *Affirmative.* I learn, you learn, he (she, it) learn*s*, we learn, you learn, they learn.
2. *Negative.* I do not learn, you do not learn, he (she, it) doe*s* not learn, we do not learn, you do not learn, they do not learn
3. *Interrogative.* Do I learn? do you learn? doe*s* he (she, it) learn? do we learn? do you learn? do they learn?
4. *Inter.-Negative.* Do I not learn? do you not learn? doe*s* he (she, it) not learn? do we not learn? do you not learn? do they not learn?
5. *Exceptions*: I am, you are, he (she, it) is; we, you, they are. I have, you have, he (she, it) has; we, you, they have; he goe*s* (gohs), he doe*s* (döß), he carries, he cries. (Verbs in *o*, *ss*, *ch*, *sh* take *es*, those in *y* after a consonant change *y* in *ies* (but: he says, he pays).

Conjugate the verbs: to take, to write, to read, to spell, to stand up, to sit down, to show, to laugh (laf) and others, till the pupil becomes quite familiar with the conjugation.

IV.

Ludwig steht auf; er setzt sich; er nimmt ein Buch; er öffnet es; er liest; aber er liest nicht laut genug[1], er liest leise; er schließt sein Buch und legt es auf seinen[2] Platz. Luise ist ein gutes Mädchen, sie thut was ich ihr heiße (be-

[1]enough (inöff) [2]its (*why*)?

fehle); sie nimmt die Kreide, sie geht an die Schultafel, sie schreibt eine Zeile, zwei Zeilen; sie legt die Kreide auf ihren[2] Platz; sie geht zurück[3] zu ihrem Platz, sie setzt sich nieder. Eure Eltern senden Euch zur Schule und Ihr lernt viel Gutes darin[4]. Seid[5] brav und aufmerksam[6]! Habt Geduld[7]! Buchstabirt Peter gut? Schreibt Pauline gut? Liest Dein Bruder besser als Du? Geht Ihr nicht gerne in die Schule[8]? Seid Ihr nicht aufmerksam? Lernt Ihr nichts[9]? Ich lege den Zeigefinger meiner linken Hand an mein rechtes Ohr. Du öffnest die Thüre. Er schließt das Fenster. Sie sieht die Bilder[10] an. Das Kind geht gern zur Schule; es lernt lesen, schreiben, buchstabiren, rechnen, singen, zeichnen, die deutsche, französische und englische Sprache[11], Geographie, Geschichte[12] und Naturgeschichte[13]. Wir haben gute Eltern und lieben[14] sie zärtlich[15]. Ihr seid gute Kinder; Ihr gebt den Armen[16] gerne. Diese Schüler (und Schülerinnen) haben gute Bücher, sie lieben[17] sie und halten[18] sie[19] rein[20]. Oeffne ich das Fenster? Bläst Du das Feuer[21]? Nimmt er den Stuhl weg? Strickt sie? Geht dies Kind schon[22] zur Schule? Falten wir die Hände, wenn wir beten[23]? Kreuzt Ihr (l. Sie) die Arme? Lassen[24] die Kinder ihre Taschentücher fallen? Ich schreibe nicht gut. Du buchstabirst nicht gut. Er rechnet nicht sehr gut. Sie strickt nicht sehr schnell. Wir lesen nicht laut. Ihr lernt Eure Lectionen nicht gut. Diese Mädchen lachen nicht zu viel. Schreibe ich nicht schön? Liest Du nicht zu schnell? Lernt er nicht zeichnen? Warum wirft sie den Stuhl nicht um? Warum breitet dieses Kind sein Taschentuch nicht über den Tisch? Warum zeigen wir unsre Zunge nicht? Weil es nicht höflich ist. Warum thun diese Kinder nicht(,) was ich ihnen heiße? Warum lachet Ihr (l. Sie) nicht?

[3]back [4]therein (dher -in) [5]be (Imperative) [6]atten'tive [7]patience (pehschens) [8]Thut Ihr nicht lieben zu gehen zur S.? [9]nothing [10]picture [11]German, English, French language (langgwidsch) [12]his'tory [13]nat'ural history [14]love (like, gern haben) [15]tender, Adverb? [16]the poor (without *s*) [17]*love or like*? [18]keep [19]they? [20]clean [21]fire [22]alre*ad*'y [23]pray (he prays od. praies?) [24]*let*? fallen lassen?

Fifteenth Lesson. Fünfzehnte Lection.

Things. Qualities. Actions.

I.

There is a water-bottle (or: decan'ter) and glass. I go for (or: I fetch) this decanter and glass. I put them on the table. I take the glass. I look across' the glass: the glass is transpārent. Here is the water. I look

across the water; the water is transparent. I look across the window-panes: they are transparent. I knock at the glass with my finger: the glass sounds. I knock with my hand (my fist) at the table: the table sounds. I knock at the window-panes: they sound. Here is the bottom of the glass; it is thick. Here is the bottom of the decanter, it is thicker. Look here, these are the sides of the decanter. The bottom is thicker than the side of the decanter (or glass). There is nothing in this glass: the glass is empty. The decanter is full (u). I take the decanter. I pōur out some water into the glass. The glass is full; it is full up to the brink. Here is the brink (or edge) of the glass. I drink some water. I dip my forefinger into the water. I draw out my forefinger. My forefinger is wet. My other fingers are dry. I take my handkerchief, I wipe my finger, I dry it; now it is dry again. Here is a drop[1] of water. I spill (pōur out) some water on the floor; the floor is wet. My hand is a little wet; I wipe it, it is dry. I throw a bit of paper into the glass; the paper is wet. I throw away this paper. I fill the glass again. I empty it. It is empty. I carry (take, bring) the decanter to its former place. The table is wet; I wipe it; now it is dry. — I take my hat; I put it on my head; I pull it off; I hang it on a nail (peg) at the wall. I button my coat; I unbutton it. I take this little piece of wood; I cut it; I split it with my knife; I break it; I throw it out of the window. — Here is a bit of bread. Here is the crust, and here the crumb. The crust is hard, the crumb is not so hard, it is soft; I eat a little of it. I put it in [2]my pocket.

(The master may command to one or several pupils to do all this).

[1]to *drop*? [2]after *to put*: *in* is often used instead of *into*.

II.

God can see[1] me every[2] day,
When I work[3] and when I play,[4]
When I read and when I talk[5],
When I run[6] and when I walk[7],
When I eat and when I drink[5],
When I sit and ōnly think[9],
When I laugh and when I cry[10]
God is always watching[11] nigh[12].

There is still another form of the Present Tense: *I watch* and *I am watching; I run* and *I am running*. This is called the Progress'ive Form and used for an unfin'ished act, one that contin'ūes. It runs thus: *I am working*, *you are working*, *he* (she, it) *is working*, *we are w.*, *you are w.*, *they are working*.

[1]sehen [2]jeder [3]arbeiten [4]spielen [5]schwatzen, plaudern, sprechen [6]laufen [7]gehen, treten; to take a walk spazieren g. [8]trinken [9]denken [10]weinen (speaking of children) [11]wachen [12]nahe.

Who sees[13] you? When can God see you? Can God see you only in the day? By what do *you* see?. Can you also see in the night? What do we light[14] that we may see? Of what are your candles[15] made[16], of tallow[17] or wăx[18]? Have you not gas-light in your town[19]? Can you work? What can you work? Must everybody[20] work? Is it not good to work? Do you also work on Sunday (Sabbath-day)? Is it Sunday to-day? What day of the week is this? What day was it yesterday? the day before yesterday? What day will it be to-morrow? the day after to-morrow? How many days has a week? Can you tell me the seven days of the week? Must a child always work? What are you allowed[21] to do in the recrĕation-[22]hour? Do you like playing (= to play)? With whom do you play? *At* what do you play? Do you read every day? Can you read English, French, and German? Do you read every day? Have you fine books to read in? Are you allowed to talk with your neighbour at school? Can you be very atten'tĭve when you talk at school? Why, then[23], must you not talk at school? Do you run very fast[24] when you go out of school? Must boys or girls run so fast? Will they not fall[25] when they run too fast? Do you walk now? Do you take a walk every day? Do you sometimes[26] take a walk with your master (or mistress)? Where do you go with him (or her)? Can you read every English word? Do you eat now? Why not? How many times do you eat a day? What do you call eating in the morning? at noon? in the evening? between[27] these times? What means[27b]: to breakfast, to dine, to sup, to lunch[28]? Have you had your break'fast, dinn'er, supper, luncheon to-day? Do you drink water, coffee, tea, or chocolate for your breakfast? Do you ever drink brandy, beer, wine? Of what do you think? Do you think of your Pa and Ma? Why do you laugh? Is it polite to laugh very loudly? Is it fine when children often cry? Why does this child cry? Do you watch in the day or in the night? Who watches over you? Is God always watching? Are you always playing? Is your brother working the whole forenoon? Is your sister reading or writing? Of what are you thinking?

[13]after *who* the verb is used without *to do* [14]anzünden auch: Licht und leicht [15] Lichter (Lichte) [16] gemacht [17] „tal'lo" Talg [18] Wachs [19] Stadt [20] Jedermann [21] erlaubt [22] Erholung [23] also, daher [24] a, schnell [25] fallen [26] zuweilen [27] zwischen [27b] meint, bedeutet [28] frühstücken, speisen (zu Mittag essen), zu Abend essen, Zwischenmahlzeit halten.

Conjugate: to walk, to laugh, to cry, to play, to work, sit (sitting), put (putting) in the Present Tense, Progressive Form, affirmative, negative interrogative, and affirmative-interrogative: Ich gehe, gehe nicht, gehe ich?

gehe ich nicht? Monosyll'ables ending in one con'sonant (or dissyllables with the accent on the last) double this consonant: sit, sitting; put, putting (u); drop, dropping; occur sich ereignen, ocurring.

III.

Gott siehet alle Menschen sowohl[1] bei[2] Tag als [and] bei Nacht. Gott weiß Alles(,) was [that] du denkst, sprichst[,] und thust. Laßt uns daher nur denken und thun was gut, wahr[3] und recht ist[4]. Ihr habt Recht[5], meine Kinder. Derjenige welcher[6] anders[7] sagt, hat Unrecht. Hat dein Lehrer Recht(,) dich zu strafen[8], wenn du deine Lection nicht lernst? Gewiß[9] hat er Recht, und ich habe Unrecht, wenn ich nichts lerne. Warum lachen Sie immer [seid ihr immer lachend]? Wohin gehen Sie? [sind S. gehend]? Ich gehe [bin gehend] nach Hause, dann[10] zur Schule und zur Kirche. Woher kommen Sie? [Wo thun Sie kommen von[11]]? Ich komme von[11] Hause, aus[11] der Schule, aus[11] der Kirche. Warum laufen Sie so schnell [sind Sie laufend]? Mein Vater ruft[12] mich. Gehen Sie jeden Tag zur Schule? Ich gehe zur Schule jeden Tag, ausgenommen[13] an Sonn= und Feiertagen. Was thun Sie [sind Sie thuend], wenn Sie hungrig[14] sind? Was thun Sie, wenn Sie durstig[15] sind? Essen und trinken Sie eben? Sage[16] mir das Datum! Schreibst Du es an die Spitze deiner Uebersetzung? Die Kinder gehen gerne zur Schule, weil sie da viele nützliche[17] Dinge lernen. Was lernst du in der Schule? Wie viele Lehrer (oder Lehrerinnen) sind in Eurer Schule? Was lesen Sie so eben? Schreibt Ihre Schwester? Gehen Sie aus? Warum setzen Sie Ihren Hut nicht auf? Er klopft an [at] die Thüre, öffnet sie, tritt in[18] das Zimmer, nimmt seinen Hut ab und hängt ihn an einen Nagel in der Mauer. Was thut euer Vater? (Prog.) Er liest, ißt, trinkt, geht nicht spazieren[19]. Was thue ich? Sie schreiben, Sie denken an[20] nichts, Sie sprechen zu viel. Was thust Du (thut Ihr, thun Sie)? Ich spiele nicht, ich laufe nicht, ich sitze am[21] Tische. Was thut er, (sie, es)? Er (sie, es) zeichnet, spielt, sagt die Wahrheit.[22] Was thun wir? Wir gehen nach Hause. Wir gehen in die Schule, in die Kirche, wir machen[23] unsere Aufgabe, wir lachen oft,[24] wir weinen nie[24].

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[1]both [2]in the [3]true [4]just, was ist gut, w. u. r. [5]right; I *am* right, he (she, it) *is* right, we, you, they *are* r.; likewise: *w*rong Unrecht [6]he who (she who, those who, that which) [7]otherwise sagen a. [8]punish (Accus. *after* the verb). [9]to be sure (schur) [10]then, afterwards [11]from [12]to call [13]except [14]hungry [15]thirsty [16]tell [17]useful (Accus. *after* the v) [18]to enter the r. [19]take a wa*l*k [20]of [21]nahe = near [22]to tell the truth (u) [23]do [24]Adverbs of indefinite Time *before* the verb.

Sixteenth Lesson. Sechszehnte Lection.

Things. Actions. Qualities. (Continued).

I.

I put my hand into (in) my pocket. I take out my knife. I show you my knife. I open it. Here is the handle and here is the blade of my knife. This is the edge of the blade, and this here is the back of the blade; here is its top. The top is very thin and sharp. I stick my knife into the table; I draw it out again. I cut a piece of wood with my knife. I throw my knife on the table; I pick it up. I wipe the blade with this paper. I shut (clasp) my knife and put it into my pocket. — Here is a sheet of paper; it is square, thin, light, smooth. I roll it up. I fold it. I unfold it. I blow on it. I give it to the first pupil in the third bench. I take it back. I drop it. I pick it up. I spread it over this book. I make a hole in it. Here is the hole. I look thr*ough* (u) the hole. I te*a*r (rend) this sheet of paper in four pieces. Here are the four pieces. I go to the window, I open it and throw these four pieces of paper through the window. — John, stand up! (***John:*** *I stand up.* ***Pupils:*** *He stands up*). Go to the black board! (*John does so*; *he and then the other pupils repeat*). Take the sponge! Clean the black-board! Take the chalk! Draw a straight line! a crooked line or curve! a horizon'tal line! a ver'tical line! a circle (e or ö)! a cross! Blot all out! Put the chalk on the table! Return to your place! — I take a book: I hold it above my head. I put (lay) it on the table. I put this pen before the book, behind the book, below (or: under) the book, upon (or: on) the book, beside the book, into the book, between (betwixt) these two books, near the books. (*Command, and make the pupils answer in all persons.* Give some more exercises with the prepositions).

II.

I like to go to school and learn
To read, to write, to spell;
I like my master's[1] smile[2] to gain[3]
And learn my lessons well.[4]

What do you like? Where do you like to go? Do all boys like to go school? Why do you like to go to school? What do you learn at school? Is it useful to learn something? Can you read German, French, and English?

[1] Lehrer (and title for young boys of a decent family) [2] lächeln (lachen?) [3] gewinnen [4] gut (Adv.)

Which language can you speak[5], write, and read best? Do you read well? Who writes well? Can all boys (girls) in our school write well? What do you want [6] for writing? Can you spell every English word? Must you often[7] spell? Is it difficult to spell English words? What are the two ways [8], in English, to say: ich lerne, lese, schreibe, buchstabire, lächle, gewinne? Can you say in English, like in German: to learn *good*, write *good*, spell *good?* And why not? (If the pupil cannot give the answer in English, let him tell it in German and then give him the translation in English!) Do you never smile? Do you always smile? When does your master smile? What do you like to gain? How will you learn your lesson? Go to school and learn your lesson! Do you go to school and learn your lesson? Read in your writing-book! Do you read in your writing-book? Have you no other books to read in? Which are the prin'cipal [9] parts [10] of a knife? And the principal parts of the blade? How is a knife? how the paper? how the wall? What can you do with a knife? with a handkerchief? with a sheet of paper? Hold your hand above (ōver) your head! Look about[11] the room! Who is before you? after (behind) you? beside you? near you? Hang this picture against [12] the wall! Is not there a river [13] along[14] our house? Whom do you like best among[15] all the pupils? Who sits between you and the wall? Are you now at home, at school, at church, at Mr. Wolf's, (u) at Mrs. Burckhard's? Are you going home, to church, to school, to Mr. George's, to Mrs. Osborne's? At what price [16] do you sell your books? Were you born in London or in Paris? Do you go to bed at about[17] ten or eleven o'clock? Were you ever[18] at sea [19]?

[5]sprechen [6]brauchen [7]oft [8]Weg, Art und Weise [9]Haupt-, vorzüglichst [10]Theil [11]um — herum, auch: ungefähr; about 10 miles [12]gegen (an) [13]Fluß [14]längs [15]unter [16]Preis [17]ungefähr um [18]je (immer) [19]die See (Meer).

III.

Ich kenne mehrere Metalle, z. B.[1] Eisen, Kupfer, Gold, Silber, Stahl. Kennen Sie auch andere Stoffe[2]? O ja, mein Herr (Madame, Fräulein), ich kenne z. B. Wolle, Baumwolle, Tuch, Leder, Stein, Holz, Horn, Leinwand. Nennen Sie mir ein paar Gegenstände,[3] (welche) aus diesen Metallen und Stoffen gemacht[4](sind)! Können Sie zählen? Gewiß[5], m. H.! Sagen Sie mir auf Englisch: 12345, 60789, 23456, 78901, 39842, 48629! Welche Farben kennen Sie? Ich kenne: grau, weiß, roth, gelb, grün, schwarz, blau, braun. Wie heißt auf Englisch: hell[6]blau, dunkel[7]roth? Wissen Sie wie viele Seiten

[1]f. i. (for instance) [2]material [3]an object or two [4]made [5]to be sure [6]light [7]dark.

Ihr Buch hat? Sagen[8] Sie (es) mir! Wie viele Fensterscheiben sind in diesem Zimmer? Wie viele Zähne hat der [ein] Mensch? Schreiben Sie auf einem Heft oder auf einer Schiefertafel? Leben wir in Deutschland, England oder Frankreich[9]? Speisen Sie zu Hause? Stehen [sind, gibt es] auch Häuser außerhalb[10] der Stadt? Sie sollen es innerhalb[11] einiger (weniger)[12] Tage haben. Wollen Sie mir Ihr englisches Lesebuch leihen? Von ganzem [mit all meinem] Herzen. Er schreibt dieß mit eigner [seiner eignen[13]] Hand. Dieser Rock ist ganz außer[14] Mode[15]. Jakob (Luise) sitzt vor mir; Wilhelm (Wilhelmine) hinter mir, Robert (Marie) neben mir, Ludwig (Victoria) zwischen mir und meiner Base (Cousine). Pfingsten kommt nach Ostern, Fasten[16] vor Ostern.

[8]tell [9]Germany, England, France [10]without [11]within [12]a few (fju) [13]own [14]out of [15]fashion (fashionable?) [16]Lent; Shrovetide, Shrove-tuesday Fastnacht.

Seventeenth Lesson. Siebenzehnte Lection.

Objects. Actions. Qualities. (Continued).

I.

Here I have a letter. I open this letter. Here I show you the date; here is my sig'nāture. Here on the left is the mar'gin. Here at the end is a pōstscript. Here is a blot (or spot) of ink. I take my penknife and the letter. I scratch (or erase) this blot of ink. I blow out the candle. It smokes. There is some smoke. Here are wāfers. Here is a stamp. It is gummed. Here is the gum. I moisten the stamp. It put the stamp on the letter. This paper here is letter-paper. The paper of these writing-books is foolscap. Here is a sheet of blotting paper. Here is a book. Here is the title-page. Here is the name of the author, of the bookseller, of the prĭnter.

II.

When I'm[1] quiet[2], when I'm rude[3],
When I'm naughty, when I'm good,
When I'm happy[4], when I'm sad[5],
When I'm sorry[6], when I'm glad[7],
When I gather[8] pink[9] or rose
Which in my nice[10] garden grows[11],
When I catch and kill[12] the fly[13]:
God is watching from the sky[14].

[1]I'm = I am [2]ruhig (*quite*?) [3]roh, grob [4]glücklich [5]traurig [6]besorgt, sorgenvoll. I am sorry, es thut mir leid. [7]froh, I'm glad es freut mich [8]pflücken u. sammeln [9]Nelke [10]nice hübsch (pretty, nice, fine, beautiful) [11]wachsen [12]tödten [13]Fliege, Mücke [14]der (sichtbare) Himmel.

When must boys or girls be more quiet, at school or at play? Why must you be quiet at school? Must boys always be quiet? But must they be rude? Is a gentleman[14] ever rude? Do you know a pupil who is rude? Do you like rude or naughty boys? Will the master pŭnish you when you are naughty, or when you are good? Have you a good father and mother, good brothers and sisters? Are you happy when you are naughty? Is there a man who is always happy? Are you unhappy? Are the parents happy who have naughty children? Does a rude son make (render[15]) his father happy? What is better, to be sad or to be happy? How are young children whose parents are dead[16]? Are you sorry and săd when you know your lesson? Are you glad and happy, when you obey'[17] your parents or when you disobey'[18] them? Where do roses and pinks grow? How is the rose? Have you a garden with roses and pinks in it? Why do we call it a *nice* garden? Is it not agree'able[19] to have a garden? Do you kill a fly? Are we not allowed[20] to kill flies? But must we give them pains[21]? Who is ever watching? Is God only in the sky? Is He not every where?[22] — What do you want for writing a letter? Have you some letter–or postpaper? or'dinary paper?[22b] Is your ink good? Do you write with quills[23] or steel–pens? Can you make a pen[24]? Is it polite[25] to have postscripts or blots in a letter? Do you often write letters? To whom do you send com'plĭments in your letters? Do you take a single[26] sheet for your letters? Do you write the date at the beginning or end of your letter? May a letter be unclean'? Have you covers for your letters? Where do you buy[27] them? What do they cost? Are they gummed? Must you seal your letters? Do you use wāfers or sealing–wăx? What else[28] do you want for sealing a letter? Do you prēpay', or frank[29] (pay the pōstage[30] of) your letters? Do you write the direction (or address) in one or several lines? In which corner do you write the name of the place of res'idence, in the right or left one? Do you carry (bring, take) your letters to the pōst–off'ice yourself? Where is the post–office in this town? When does the mail[31] set off? Will you soon write a little English letter? At what o'clock are letters deliv'ered[32]? At what o'clock does the post–office[33] close[34]? Do you take a copy of your letters before you send them to the post–office? Tell me the name of the author, bookseller, printer, bookbinder[35] of your book!

[14]= ein gebildeter Mann [15]machen [16]todt [17]gehorchen [18]n i c h t gehorchen [19]angenehm [20]allow erlauben; ist es uns nicht gestattet? [21]pain Mühe, pains Schmerzen [22]überall [22b]Concept [23]Gänsefedern (Posen, Spulen) [24]eine F. s c h n e i d e n [25]höflich [26]einfach [27]kaufen [28]außerdem [29]frankiren [30]Porto [31]die Post (*le courrier*) [32]ausgeben, auch: to give out [33]Post [34]schließen (fr. *clore*) [35]Buchbinder.

III.

Ich muß[1] einen Brief schreiben. Können Sie mir einen Bogen Briefpapier leihen[2]? Mit Vergnügen, mein Fräulein, hier ist einer? Wissen Sie, wenn die Post[3] nach[4] Frankreich abgeht? Punkt[5] ½ 11 mit dem Courierzug (express'-train). Dann habe ich[6] keine Zeit zu verlieren. Wie lange wird die Post offen sein[7]? Sie ist offen bis ¼ auf 11. Wie viel Uhr ist es jetzt? Es ist ¾ auf 10. Dann muß ich meinen Brief in einer halben Stunde aufgeben[8]. Den wievielsten haben wir heute? Heute ist der 26. Mai. Hier ist ein Dintenfaß, ein Federmesser, Oblaten und Siegellack. Briefe nach Amerika müssen nicht mit Siegellack gesiegelt werden[9]. Hier ist alles was Sie brauchen. Soll ich Ihnen eine Feder schneiden? Ich danke Ihnen, ich benütze (gebrauche)[10] blos Stahlfedern. Hier ist eine Schachtel mit einem ganzen Groß[11] (oder 12 Dutzend[12]), versuchen (probiren[13]) Sie sie. Ich bin fertig[14]. Ich schreibe nun[15] die Adresse darauf[16]. Ich brauche ein Licht(,) jenen Brief zu siegeln. Wollen Sie so gütig[17] sein(,) mir ein Couvert zu leihen? Was ist das Porto nach Berlin? Das Porto durch ganz[18] Deutschland ist jetzt drei Kreuzer oder ein Silbergroschen. Eilen Sie[19], sonst[20] werden Sie zu spät kommen[21]. — Wohl, waren Sie zur[22] (rechten) Zeit (da)? Ihr Brief war zu schwer[23], ich mußte doppeltes Porto bezahlen. — Diese Mädchen sind immer sehr ruhig, sie sind nie unartig oder roh. Ich bin glücklich(,) solche gute Kinder zu haben. Es thut mir leid zu sagen, daß diese Knaben weder ruhig noch artig seid. Gute Menschen sind immer froh. Wollen Sie einige Rosen in meinem Garten pflücken? In meinem hübschen Garten wachsen sehr viele[24] (und) sehr schöne Rosen. Tödte dieses Thierchen[25] nicht! Der Schriftsteller schreibt ein Buch, der Buchdrucker druckt[26] es, der Buchhändler verkauft[27] es, der Buchbinder bindet[28] es. Sage mir den Datum, die Anrede[29], die Unterschrift des Briefchens auf Seite 39! Hier ist ein englisches Einladungs-Billet[30] in ceremoniöser[31] Form:

„Mr. and Mrs. Brown present'[32] their most respectful compts.[33] to Mr. and Mrs. Smith and request'[34] the honour[35] of their com'pany to dinner, on Friday next at 6 o'clock.“ — And the Answer: „Mr. and Mrs. Smith pre-

[1]I must od. I want to [2]Dative and Accus. behind the verb [3]mail [4]to [5]precise'ly (*after* the number) [6]*Nomin. before the verb* [7]sein (be) offen [8]post (a letter) [9]sein ges. (sealed) mit S. [10]use (blos benütze) [11]gross [12]dozen (sing) [13]try [14]= Ich habe gethan done [15]nun ich schreibe [16]= auf (on) es [17]kind enough as (W. S. gütig genug s., als zu l. mir ein C.?) [18]whole [19]make haste [20]otherwise [21]sein zu spät [22]in [23]too heavy, *here*: above weight (über Gewicht) [24]a great deal [25]= kleine Thier l. animal [26]to print(i) [27]to sell [28]to bind [29]address' [30]note, or card of invitation [31]ceremo'nial [32]pres'ent? [33]compliments [34]bitten [35]*our* auch *or*.

sent their rĕspects'[36] to Mr. and Mrs. Brown and feel much pleasure in ac-cep'ting [37] their kind invitation for Friday next." Or: „Mr. and Mrs. Smith present their Compts. to Mr. and Mrs. Brown and beg[38] to return[39] their best thanks for their kindness. They regret[40], however[41], that a prĕvious[42] engagement[43] prevents'[44] their accepting this friendly invitation. Wednesday Evening."

[36]= compts. Grüße, Empfehlungen [37]annehmen [38]erlauben sich (to beg leave, um Erlaubniß bitten) [39](Dank) abstatten ([40]fr. regretter) bedauern [41] between two commas [42]vorgängige [43]Verpflichtung (Annahme einer Einladung od. dgl.) [44](fr. prévenir) verhindern.

Eighteenth Lesson. Achtzehnte Lection.

In the yard (court-yard) im Hofe.

I.

We leave the school-room. We go *into* the yard. We are *in* the yard. We look at the house. We see the walls. They are made of stone (bricks) and wood. Here is a door. There are the windows. There are shutters before the windows. During[1] the day these shutters are open, in the night they are shut. Here is the ground-floor; above the ground-floor there is the first floor (or story), above[2] the first story is a second story. There above is the roof made of tiles (slate). On the roof there are some chim'-neys. Under the roof are garrets; before the roof are eaves; they are made of plate (iron-plate). Under the ground-floor is a cellar. In the cellar (cave) there are casks (bar'rels). Here is the lobby (ves'tibule). Here is a stair-case (here are the stairs). Here are the ban'isters (băl'ustrade). We can go up-stairs and down-stairs. The stair-case has several steps. They are made of wood (stone). Here is the house next-door. Here is the street. Here are lamps. Here are stones. Here is a gate. Here is a bell. We can ring[3] the bell. Now look at the sky. Here the sky is blue. There are clouds in the sky. There is the sun. It (*he*)[4] shines. I show you the four car'dinal points. Here before me is the East, behind me the West, on my right hand is the South, and on my left hand is the North. Here between East and

[1]während [2](ö) über, oberhalb [3]läuten, schellen [4]„*sun*" is often used masculine, and „*moon*" feminine.

South is South-East; here is North-East, there is South-West, and here North-West. The sun rises[1] in the East, sets[2] in the West; you see ***him***[3] tōward[4] the South in the noon-time; you never[5] see him in the North. I move[6] my hand, and I feel the air. A strong air is called wind(ĭ), a strong[7] wind is called a storm, a vĭ'olent[8] storm is a hur'ricane. To-day the sky is clear[9], serēne[10]; the air is soft, mild; it is fine weather to-day. A gentle[11] wind is called a breeze[12].

[1]geht auf [2]geht unter [3]strong, powerful things are often used with the masculine, weak, soft, mild ones with the feminine gender [4]*to-ard* gegen [5]nie [6](u)bewegen [7]stark [8]heftig [9]klar [10]heiter [11]sanft [12]Brise.

II.

How is the weather to-day? Is it fine or bad weather? Is it windy, stormy? Is it cold, warm, hot, tem'perate[1], dry, wet, cloudy, foggy[2], rainy[3], sultry[4]? Is the sky in London not often cloudy and foggy? In which season is the weather warm and hot? In which is it cold, stormy? In which windy, rainy? In which is it dry, temperate? Is it beautiful[5] weather? How do you do[6] to-day? Are you quite well? Is the sky blue now? Are there clouds in the sky? Where (from which quarter[7]) does the wind blow to-day? Does it come from the North? Do you know what a gentle wind is called? Do you think that we shall have a rain to-day? Have you seen a rainbo***w***[8]? What do people[9] take with them when it rains? Have you an umbrella? Shall we have a thunder-storm[10] in this season? In which season are thunderstorms very frēquent[11]? What do we hear in a thunderstorm? Do we *hear* the thunder or lightening[12]? Is the cold sevēre[13] to-day? Do you shiver[14] with cold? Are you cold? Or are you warm? Is there a great heat[15] in the mouth of November? In which month heat is generally greatest? Give me a little description[16] of your (this) house! How many stories has it? Do you live on the first, second, or third floor? Have you a dining-room, a parlour (drawing-room)[17]? How many doors and windows has it? Are there shutters at the windows? Are they shut up during the day? Have you double[18] windows? Is the roof of your house covered with tiles, slate, or copper? Has your house a gate, a lobby (vestibule), a corn-loft[19], one or

[1]gemäßigt [2]fog Nebel [3]rain Regen, regnen [4]schwül [5]schön (pretty, nice, handsome, fine, beautiful) [6]geht's [7]Viertel, Gegend (Seite) [8]Regenbogen [9]die Leute = man [10]Gewitter (thunder = Donner, donnern) [11]häufig [12]Donner oder Blitz [13]streng [14]= tremble zittern (vor) [15]Hitze [16]Beschreibung [17]Salon (Staatszimmer) [18]doppelt [19]Speicher (Boden).

several garrets[1]? How many staircases are there in your houses? Have the staircases banisters (balustrades) in wood, iron? How many chimneys are there on the roof of your house? Are your rooms papered[2] or white-washed[3]? Have you carpets[4] in your drawing-room[5] (parlour[6])? What is in your cellar? Have you a bed-room of your *own*[7]? Is your house high or low? Is your room up-stairs or down-stairs? Are there eaves at the roof? Who lives in the house next-door? — At what o'clock does the sun rise on the 21st or 22nd (of) March and 23d (of) September? At what o'clock does it rise now? At what o'clock does it set? When does it rise and set the 21st June and 21st December? Tell me the day of the week, the hour, and the date!

[1]Dachkammer [2]paper tapeziren, Tapete [3]tünchen, weißen [4]Teppich [5]word used in England [6]used in America [7]ein eigenes Schlafzimmer.

III.

Good boys and girls should[1] never say[2],
„*I will*" and „*Give me this.*"
O no, that never is the way,
But, „Mother, if ***you please***[3]".

And, „***if you please***" to sister Ann
Good boys to say are ready[4]
And, „***Yes, sir***" to a gentleman
And, „***Yes, ma'am***" to a lady.

Mußt Du höflich sein gegen[5] Jedermann? Ist es schön, wenn Kinder grob sind (sind grob)? Ist ein Gentleman je grob? Ist eine Dame nicht immer höflich? Aber ihr könnt[6] grob sein gegen die Diener[7], **nicht wahr?** Nein, mein Herr (Madame, mein Fräulein), ich weiß, daß man[8] nie grob sein muß (muß nie s. g.), weder gegen Vater nnd Mutter, noch gegen Bruder und Schwester, weder gegen Fremde[9], noch gegen Verwandte[10] oder Diener. Ich sage nie (nie s.): „Gib mir ein Glas Wasser," sondern[11]: „Gib mir gefälligst ein Glas Wasser." (ein G. W. g.) Ich antworte nie (nie a.) mit einem bloßen[12] „Ja" oder „Nein"; ich setze[13] immer hinzu[13]: mein Herr, Madame, Fräulein. Ich klopfe immer (immer k.) an [at] die Thüre, ehe [before] ich öffne. Ich nehme den Hut oder die Mütze ab (off), bevor[14] ich (in) das Zimmer trete. Ich sage nie (nie s.) zu meinem Schulkameraden: „Leihe mir dein Buch, deinen Bleistift," sondern: „Sei so gefällig (gut, gütig) und leihe mir [leihe mir g.]". Wenn ich es zurückgebe[15], vergesse[16] ich nie (ich nie v.) zu sagen: „Ich danke[17] dir." Wenn du hungrig

[1]„schubd" sollten [2]sagen [3]wenn es Ihnen beliebt = gefälligst [4]bereit [5]toward [6]= mögt may [7]servant [8]one, we, people (*here also*: I) [9]stranger (for'*eig*ner Ausländer) [10]relation [11]but [12]mere [13]add [14]before (entering) [15]give back (*Acc. behind the v.*) [16]forget [17]thank.

oder durstig nach Hause kommst[1], wie sagst du zu deiner Mutter? Ist das Frühstück (Zehnuhrbrod, Mittagessen, Abendessen)[2] bereit? Bist du bereit in die Schule zu gehen? Ist jeder Mann ein Gentleman und ist jede Frau eine Dame? — In unserm Hofe ist ein Brunnen[3], ein Waschhaus[4], ein Stall[5] und ein Schuppen[6]. Unser Haus hat vier Stockwerke, einen großen Keller und einen Speicher. Wir haben ein Gesellschaftszimmer mit feinen Teppichen und schönen Möbeln[7]. Ich habe ein eigenes Studir[8]zimmer. Wir haben Doppelfenster und Jalousien[9]. Mein Studirzimmer ist parterre [im Erdgeschoß], die Küche[10] ist im Souterrain [unter der Erde][11]. Mein Groß[12]vater und (meine) Großmutter wohnen [leben[13]] im ersten Stock. — Wie geht's, mein lieber Peter? Wo gehst du hin? Ich mache [nehme] einen Spaziergang, weil es so ausgezeichnet schönes[14] Wetter ist. Wie klar und heiter ist der Himmel! Die Sonne scheint hell[15]; es ist kein Wölkchen[16] am Himmel. Der Wind hat sich plötzlich[17] gedreht [geändert[18]]. Er[19] kommt aus Norden. Wenn er nachläßt [fällt[20]], bekommen wir[21] Regen. Sehen Sie nach (at) der Wetterfahne[22]. Es ist ein scharfer[23] Westwind. Einige große Tropfen fallen[24] schon. Nun regnet es. Sehen Sie den schönen Regenbogen! Sehen Sie ihn nicht? Der Regen hat den Staub gelöscht (gelegt[25]). Sehen Sie, es blitzt[26]. Hören Sie[27], es donnert.

[1]*Adv. after the verb* [2]*these nouns without article. Lunch* (noun and verb) is the slight repast between breakfast and dinner; *luncheon* is a portion of food taken at *any* time except at a regular meal. [3]well [4]washing-house [5]stable [6]shed [7]fur'niture [8]study [9]blinds (*also*: Rouleaux) [10]kitchen [11]under ground [12]grand [13]live [14]beautiful [15]bright [16]not a cloud [17]suddenly [18]changed [19]*he*? [20]fall [21]wir werden haben we shall have [22]weather-cock [23]sharp [24]= sind fallend [25]laid [26]lighten [27]hear.

Nineteenth Lesson. Neunzehnte Lection.

The Five Senses. Tradesmen. Die fünf Sinne. Handwerker.

I.

Here are my eyes; I can see with my eyes. A man who *cannot*[1] see, is called blind. Here are my ears; I can hear with my ears. A man who *cannot* hear, is deaf. Here is my mouth and tongue; with my mouth and tongue I can speak. A man who cannot speak, is dumb. (What, then[2], is

[1]*am.* can not [2]then also, however jedoch, therefore, in general etc. are generally put between two commas.

deaf and dumb?) With my tongue, I can also taste. I taste what I eat. Here is my nose; I smell with my nose. With my fingers, I can feel whether (ob) things are rough or smooth, cold or warm, sharp or blunt. — Here is a table; the tradesman[1] who makes it, is called the joiner. Here are my boots; the tradesman who makes them, is the shoemaker. The tradesman who makes my clothes is the tailor. He who makes the walls is the bricklayer or māson. The car'penter makes the timber[2]. The glāzier[3] makes the window. The watchmaker makes the watch. This knife is made by the cutler[4]; this ring by the goldsmith; this lock by the locksmith; the leather by the tanner. The hatter makes the hat, the furrier (ŏ) makes the caps, and the milliner makes the bonnets. The man who writes a book, is the author; he who prints it, is the bookseller; he who prints it, is the printer, he who binds it, is the bookbinder.

[1]Handwerker [2]Zimmerholz [3]*pron.* glāi-sch'r [4]*fr.* coutelier.

II.

When the sun gives heat and light,
When the stars are twinkling[1] bright[2],
When the moon shines on my bed,
When I rest[3] my weary[4] head,

Night or day, at church or fair[5],
God is always everywhere[6],
Knowing all[7] I do or say,
Showing me the happy way.

What does the sun give? When is heat greater, in summer or spring? What is the contrary[8] of *heat?* In which season is cold most sevēre? When do the stars twinkle, at day or night? How do they twinkle? Does the sun shine in the night? Where does the moon shine? How is your head in the evening? When do you rest? Do you often go *to church?* Were you *at church* to-day? What are we doing at church? How many churches are there in this town? Have you ever been at a fair? Did you buy (bei) there anything? Are there several fairs in this town? Is God in heaven[9] or on earth[10]? Is God also near[11] you? Where is He? Does He know what you are speaking, doing? What does God show us? When shall[12] we be happy? Must we do our duties in order to[13] be happy? — How many senses have you? What are the or'gans[14] of sight[15], hearing, smell, taste, feeling? What do you call a man who cannot see? hear? speak? What do you call him[16]

[1]schimmern, funkeln [2]glänzend (Adj. instead of Adverb) [3]ruhen [4]müde [5]Markt, Messe (Ausstellung) [6]überall [7]all *that* [8]or inverse' Gegentheil [9]der (unsichtbare) Himmel [10]Erde [11](nahe) bei [12]werden [13]in order to um zu [14]Werkzeug [15]Gesicht [16]he who Derjenige welcher.

who can neither hear nor speak? Do you know a blind man? a deaf, a dumb, a deaf and dumb? Tell me several things (that) you can see, hear, smell, taste, feel! What does the mason or bricklayer make? the carpenter? the milliner? the shoemaker? the watchmaker? the joiner? the cutler? the glazier? the locksmith? the tanner? the hatter? Who makes the benches? the keys? Are there many tradesmen in this town? Are there also manufac'tories[1] here? In which country are most manufactories, in France, Germany, or England? Do you know a manufacturer[2] in this town?

[1]Fabriken [2]Fabrikant.

III.

April, Juni, September und November sind die einzigen Monate, welche 30 Tage haben, alle [die] übrigen haben 31, ausgenommen (der) Februar, welcher in einem gemeinen [1] Jahre 28 und in einem Schaltjahre 29 Tage hat. Gott ist überall; er sieht und weiß Alles, was ich thue: wenn ich fleißig[2] oder lässig (faul)[3] bin, wenn ich arbeite oder spiele, lache oder weine, wenn ich traurig oder fröhlich[4], gut oder böse[5], glücklich oder unglücklich bin, bei[6] Tag, wenn die Sonne scheint, bei Nacht, wenn die glänzenden Sterne flimmern, und der sanfte Mond auf mein Bett scheint; ob ich auf dem Markte oder in der Kirche bin: Gott sieht mich überall. Ich gehe gern [ich liebe zu gehen] zur Schule, ich lerne [zu] lesen, schreiben, buchstabiren; mein Lehrer lächelt und ist zufrieden[7] mit mir, wenn ich meine Lectionen gut lerne. (Der) Mensch hat fünf Sinne: Gesicht, Gehör, Geruch, Geschmack und Gefühl. Ich kenne auch die Organe dieser fünf Sinne; es [8] sind: die Augen, die Ohren, die Nase, die Zunge, die Haut oder vielmehr[9] die Nerven[10] unter der Haut. Ich sehe alle Dinge, welche um mich her [around or about] sind; ich höre die Töne[11] (der) Musik[12], die Stimmen der [von] Menschen und Thiere; ich rieche die Blumen[13]; ich schmecke, was ich esse; ich fühle, was kalt oder warm, rauh oder glatt ist, ich fühle alle Körper[14], welche ich berühre[15]. Der Kopf ist ein Theil meines Körpers; die Zähne sind ein Theil meines Kopfes. Ich gehe (walk) mit meinen Füßen; ich arbeite mit meinen Händen; ich beiße[16] mit meinen Zähnen. Ich bemerke[17] an meinen Augen: die Augenbrauen[18], die Augenlider[19], die Augenwimpern[20], den Augapfel[21]. Mit den Lippen öffnen und schließen wir den Mund. Die Brust ist vorn,

[1]common [2]diligent (more, most d.) [3]lazy (lazier, laziest) [4]merry, glad [5]bad, naughty (unartig), wicked (boshaft, gottlos) [6]= in dem [7]conten'ted [8]= sie [9]rather (*also*: ziemlich) [10]nerve [11]sound [12]music [13]flower [14]body, bod*ies* [15]*t*ouch [16]bite [17]observe' perceive (i) [18]eyebrow [19]eyelash (*es*) [20]eyelid [21]eyeball.

der Rücken ist hinten. Die Kehle ist vorn, der Nacken ist hinten. Die Theile meines Fußes sind: der Schenkel[1], das Knie, die Wade[2], das Schienbein[3], der Fuß. Die Theile des Fußes sind: der Knöchel, die Ferse, die Fußsohle[4], die Zehen[5]. Im Kopfe ist das Gehirn[6]; in den Knochen[7] ist das Mark[8]; in den Adern ist das Blut; in der Brust sind das Herz[9] und die Lunge[10]; im Bauche sind der Magen[11], die Leber[12], die Gedärme[13]. Welches sind die Theile des Arms?

[1]thi*gh* [2]cal*f* (calves) [3]shin [4]sole of the foot [5]to*e* [6]brain [7]bone [8]marro*w* [9] heart [10]lungs (plur.) [11]stom'ach (k) [12]liv'er [13]intes'tine (usual in the plural), bowels (pl.)

Twentieth Lesson. Zwanzigste Lection.

Possess'ive Case. (Gen'itive.) Genitiv oder Besitzfall.

I.

Here is my hand, here is this pupil's hand. Here is my book, here is a pupil's book. Here is John's pen, Frederick's pencil (lead-pencil), Edward's writing-book (Mary's shoe, Louisa's apron, Carolina's bonnet), James's[1] head, Lewis's nose, Charles's ruler. Here is the *k*nuckle of my finger. Here is the fore-part of my neck; here is the forefinger of my right hand. Here are the walls, they are a part of the house. Here is the table; this is the leaf, or upper-part of the table, these are the legs of the table, and this is the drawer of the table. Here is a window; here are the panes of the window and here is the frame of the window. Here is a chair; here is the seat of the chair, here is the back of the chair, here are the legs of the chair. Here is the master's place (the place of the master), there are the pupils' places (the places of the pupils). This piece of India-rubber is mine, that is John's. Here is a book; here are the covers, here the leaves, the pages, the back, the cut, the corners of the book. Here is the handle of my knife, here is the blade of my knife. Here is the author's name, here the bookseller's, here the printer's (the name of the author etc.). Here is Lewis's book, Charles's inkstand, Kate's glove. Here are Frederick Schiller, the greatest German poet's, works.

[1]The *'s* must always be sounded.

II.

1. The ***Ar'ticles: a, an*** and ***the***,
   Point out[1] the Nouns: *a* man, *the* bee.

2. A ***Noun***[2] is the name of any thing,
   As: *school* or *garden*, *hoop*[3] or *swing*[4].

3. *Ad'jectives* tell the kind[5] of noun,
   As: *great*, *small*, *pretty*, *white*, or *brown*.

4. Instead[6] of nouns the *Prōnouns* stand:
   Mine, *who*, *this*, *that*, *his* arm, *her* hand.

What is the Article? the Noun? the Adjective? the Pronoun? Tell me three articles, six nouns, six adjectives, six pronouns? How many kinds of words do we explain[7] here? — Which is the hardest metal you know? Is copper harder or softer than silver? Which is the lāziest child at school, which is the most dil'igent[8]? Which do you think the most useful of all your books? Who is the tallest of all the pupils? Who the smallest of all? Which table is the longest (g) and which the shortest in the school-room? Is your ink better or worse than the other pupils'? Is your copy-book cleaner than your sister's? is it the cleanest of all? Which of your fingers is the longest? the shortest? the biggest? Is the weather to-day more agreeable than yesterday? Tell me some parts of your body! the prin'cipal[9] parts of your arm! of your foot! Wherewith (with what)[10] do you go (walk)? bite? hear? see? taste? smell? feel? speak? write? Which are the principal parts of your eye? Where are the tongue and the teeth? How many legs, calves, fingers, teeth, nails (of the fingers and toes) have you? Where does the blood flow[11]? With what are most bones filled? Where do the veins carry[12] the blood? What is within our breast? within our belly? What do you call the fore-part of the neck? How many bones has man[13]? Which are the principal parts of a house? a table? a book? a window? a chair? a bench? a knife? Whose book is this? Whose place is that? Whose hand, whose head, whose boot, whose cap is this? Where is the roof? What is in the yàrd (cōurt-yard)? What is in the stāble? What is at the lock? What is before the house? behind it? above it? below (under) it? beside it? within it (inside)? without[14] (outside) it? With what are our

[1]bezeichnen, hervorheben [2]Substantiv, Hauptwort [3]Reif [4]Schaukel [5]Gattung, Art, Beschaffenheit [6]anstatt [7]erklären [8]*er* and *est* are the signs of Comparative and Superlative with monosyllables or short dissylables, *more*, *most* with polysyllables. [9]hauptsächlichst [10]womit [11]fließen [12]führen und tragen [13]ungefähr (about) 261 [14]außerhalb, ohne.

windows provided[1]? Are the stair-cases provided with banisters? Have we a weather-cock or a lightning-rod[2] on our roof? Are all bones holl'ow[3]? Is there a băl'cony[4] outside our house? Have you read Goethe's pōems[5]? Where are Tom's books? Have you read of Ulysses' mīgra'tions[6]? Cyrus' life? General Blucher's deeds[7]? Have you seen my father, mother, uncle, and aunt's house? Were you at the joiner's or watchmaker's yesterday? Were you at Mr. Martin's last week? Do you buy[8] your pens at Mr. Witter, the bookseller's? Where do you buy your books?

[1]versehen [2]Blitzableiter [3]hohl [4]Altan, Balkon [5]Gedicht [6](fr. émigrer) Wanderung [7]That [8]pron. bei, kaufen.

III.

Wir theilen[1] den menschlichen[2] Körper in (into) drei Theile ein, nämlich[3]: Kopf, Rumpf[4], Glieder[5]. Am Kopfe bemerken wir die Augen. Wir öffnen und schließen den Mund vermittelst[6] der Lippen. In dem Munde befinden sich [sind, gibt es] die Zunge, die Zähne, der Gaumen[7]. An den Schultern hängen[8] die Arme, an denen (which) der Oberarm, der Ellbogen, der Unterarm[9], die Hände sind, welche mit Fingern versehen sind. Die Finger sind mit Nägeln versehen. Wir zählen an dem Knochengerüste[10] 261 Knochen, von denen[11] manche[12] hohl, manche mit Mark gefüllt sind. Wir athmen vermittelst der Lungen, wir verdauen[13] die Speisen[14] vermittelst des Magens und der Gedärme. Die Nerven sind feine Fäden, welche meist[15] vom Gehirn ausgehen[16]. Die Adern führen[17] das Blut vom Herzen in alle Theile des Körpers. An dem Rücken zählen wir 24 Wirbel[18], an der Brust 24 Rippen[19]. — Wir wohnen [leben] in einem Hause mit mehreren Stockwerken. Von einem Stockwerke zum andern gelangen[20] wir auf Treppen. Durch die Fenster kommt Licht und Luft in die verschiedenen Zimmer. Wir sehen auch durch sie auf die Straße[21]. Im Schlafzimmer[22] schlafen, im Speisesaal[23] essen wir. Auf dem Dache sind eine Wetterfahne und ein Blitzableiter. Die Küche ist neben dem Speisesaal. Wozu[24] dient[25] das Fenster, der Tisch, der Stuhl, das Wasser, die Feder, das Lineal, das Gummi elasticum (Kautschuk), das Buch, das Tintenfaß, die Schultasche (der Büchersack)? Wovon[26] ist der Hut, der Strumpf, das Hemd, der Ring, die Uhr, der Knopf, der Schuh, der Rock, der Kamm gemacht? Und wer macht diese Dinge?

[1]divide [2]human [3]viz. (the lat'in word *videlicet*, generally pronounced: *namely* or *to wit*) [4]trunk [5]limb [6]by means of [7]pal'ate [8]hang [9]lower a. [10]skel'eton [11]of which [12]some, several [13]digest' [14]food, victuals (wittels) [15]most of which [16]go out, proceed [17]carry, conduct' (con'duct, *noun*) [18]vert'ebrae (*sing.* vert'ebra) [19]rib [20]get (g) [21]street [22]bed-r. [23]dining-r. [24]for what [25]serves, is used [26]of w.

Die Theile eines Baumes sind: die Wurzel[1], der Stamm[2], die Rinde[3], der Ast[4], der Zweig[5], das Blatt, die Knospe[6], die Blüthe[7], die Frucht[8], die Krone[9], der Wipfel[10] (Gipfel). Hier sind Johann's Bücher. Lesen[11] Sie Humboldt's Werke[12]? Sehen Sie Karl's Kleider? Haben Sie nicht Jakob's Schiefertafel[13]? Wir waren in der Peterskirche[14] zu Rom und in der Paulskirche zu London. Sind das (plur.) nicht Göthe's, des großen deutschen Dichters, Werke? Dies ist meines Bruders und (meiner) Schwester Haus.

[1]root [2]trunk [3]bark [4]branch [5]twig [6]bud [7]blossom [8]fruit [9]crown [10]top (of the tree) [11]read [12]work [13]slate [14]at St. Peter's.

Twenty first Lesson. Einundzwanzigste Lection.

Descriptions. Beschreibungen.

I.

Let us make little descriptions about things we see[1] in this room, answering principally to the foll'owing questions: 1. What kind of a thing is it? 2. Who makes it? 3. Of what is it made? 4. Which are its principal parts? 5. For what does it serve (is it used)? 6. Which are its principal qualities in shape[2], color etc.?

The table. The bench. The chair. The stove. The window (fur'nitures)[3]. The bread (food). The glass (table-furniture). The cap (article of dress). The ruler (school-furniture). — For in'stance (f. i.):

The book is a school-furniture. The author writes it, the printer prints it, the bookseller sells it, the bookbinder binds it, the scholar (pupil) buys it. It is made of paper, the covers are made of paste-board, the back is made of paste-board, of leather, of calico. The principal parts of a book are: the covers, the back, the four corners, the cut, the leaves, the pages; on the pages there are letters, syllables, words, sentences (phrases). It is used (it serves) to read and learn in. A book may be useful or (sometimes) hurtful, interes'ting or tedious, long or short, big or thin, old or new, dear or cheap, handsome or ugly, well or ill printed.

[1]*which* we see [2]= form or fig'ure, Gestalt [3]= uten'sils, Geräthe.

II.

1. Here is a *needle*. Its parts are: the eye, the point, the shank[1]. The eye is at one end of the needle, the point at the other, and the shank is between the eye and the point. It is a small in'strument made of steel in manŭfac'tories and used by seamstresses[2], tailors etc. in sewing[3] with cotton, silk, thread[4], or worsted[5], which are put through the eye; to *thread* means to pass a thread through the eye. A needle must be sharp, and it is a bad one, if the point is blunt. The shank gives a part by which to hold the needle. The shank is straight, tăpering[6], smooth.

2. The *penknife* is a cutting instrument, made of the best steel by the cutler. Its[7] principal parts are: the blade, the handle, the rĭv'ets[8], the hinge or spring[9]; on the blade I see the edge, the back, the point. The blade shuts or clasps into the handle. The handle has two scales made of bone, ĭvory[10], wood, or mother-of-pearl[11]. On the blade I see the maker's name and the notch[12], or nail-hole, used in opening the blade. The penknife is used to make a pen, to scratch written words, blots. It may be sharp, dear, prĕcious, fine, good, bad.

3. The *chair* is a fur'niture (of the room), made by the joiner of wood or cane or straw. Its parts are: the back, the seat, the legs, the bars (or cross-bars). It is used to sit on; the use of the back is, for the sitter to lean against; of the legs, to suppōrt the chair, of the gross-bars to give strength and firmness[13] to the whole, without them the chair would easily fall to pieces. The (four) legs and the back are upright or perpendic'ŭlar, the seat is lĕv'el or horizon'tal. A chair is high or low, hard or soft, square or round, dear or cheap, stuffed with hair etc.

4. The *watch* is a useful instrument made by the watchmaker of gold or silver. Its parts are: the glass, the two hands, the rim, the in'side, the face or dial[14]-plate. The two hands are fastened in the middle of the face, they are unlike', one of them is long, the other is short. Round the edge of the face there are little figures 1 to 12. The glass covers the face; the inside

[1] der Langtheil, auch: Schenkel, Schienbein, Stiel, Zaunrebe (*Bryonia*) [2] Näherin, von seam Saum [3] to sew (o) nähen [4] or small twist, Faden [5] *pron.* wusted, woolen yarn used for stockings and other fine fabrics, Wollengarn, Sayette [6] becoming gradually smaller toward one end, like a taper or small wax candle [7] why not *his*? [8] a pin or little nail of metal [9] Angel und Springfeder [10] the tusk (or long pointed tooth) of the el'ephant (also of the walrus, narwhal, or narwal etc.) [11] the hard, silvery, brilliant, inter'nal layer of several shells or oysters [12] a hollow cut in any thing Kerbe, Einschnitt [13] i before *r*? [14] dial eigentlich Sonnenuhr.

consists' mōstly of little wheels and the spring. There is a key to wīnd up the watch; when wound up it ticks. The use of the watch is to tell the time. The clock tells the hours, too; but the former is in our pocket, the latter stands in the corner or at the wall of a room.

5. Here is a *piece of chalk*. Chalk is a nātural sub'stance, because it is not made or prepared by man as paper, leather, the table etc., but produced[1] by nāture. Chalk is taken out of pits, called chalk-pits. There are f. i. in England and in Champagne[2] (France) low, rounded hills consisting entirely of chalk. Chalk is white, sol'id (for it does not form drops like milk, water, brandy etc.), and opāque (opāke), that is not transpārent. It sticks to the tongue. When I draw the chalk across' the slate or black-board, some of it remains on the slate: the chalk is crumbling, and therefore useful for writing with.

6. *Coal* is also a natural substance which we dig out of the earth. It is black, bright, brittle[3], hard, opaque, inflam'mable. It is useful for cooking our food and warming our rooms, for making gas, and producing steam which comes from boiling water.

7. The *pencil* or black-lead-pencil is a writing matērial. It has the form of a cylīnder, or a cir'cūlar body with flat ends. Its parts are: the lead, wood, sur'face, ends. It is used to write and draw with. If there were no lead in the pencil, we could neither write nor draw with, and if there were no wood, the lead would blacken our fingers. The lead runs along the middle of the pencil, and the wood is round the lead. Before any one can use the pencil, it must be cut; and when we cut it we form a point. Those words here on the surface are the maker's name. A pencil may be hard or soft, long or short, solid, opaque, brown, green, black, white, yellow, blue, red; the ends are flat and circular, the lead is gray, brittle, frīable[4], bright. The whole form is cylin'drical.

[1]prod'uce n., produce' v. [2]pron. *shampane'* (auch: Champagner-Wein) [3]easily broken zerbrechlich [4]easily crumbled or reduced to powder zerreiblich, bröckelich.

III.

1. Which are the parts of a *needle*? What persons use needles? Do only women use them? What men use them? What do you call a woman whose occupation is sewing? Where is the word „seamstress" derived? Where is the eye of the needle? What is the eye? Of what use is the eye? What is put through the eye of the needle? What means „thread"? „to thread"? Where is the point? How must the point be? And why? Is that a good

needle the point of which is blunt? By what part do we hold a needle? Of what is the needle made? and where? Tell some qualities of a needle! Have you seen a taper? Of what is a taper made? What form has it? What means „tapering"?

2. What kind of instrument is the *knife?* Who makes it? Of what is the blade made? What do you often see in the blade? What is the notch? Of what use is it? Are there not sometimes words on the blade? and what do they mean? Is the blade of a penknife always in the same position? How is it placed when the knife is used? and how when it is put into the pocket? What, then, is a clasp knife? Where is the point? How is the point? Where are the riv'ets? Why are they nec'essary? Of what is the handle made? Where does ivory come from? and mother-of-pearl? and wood? Of what does the handle consist? What is the use of a knife? of a penknife? What do you call a blot, spot, or stain of ink? Have you some blotting-paper?

3. What kind of thing is the *chair*? Of what is it made? and by whom? Which are its parts? Of what use is the back? the seat? the legs? the bars? Have all chairs these four parts? How many legs have the chairs in your room? Why have they four legs? Which parts are upright? and which level? What means perpendicular? horizontal? Are some chairs stuffed? with what? why?

4. Who makes the watch? Of what is it made? Which are its parts? What does the glass serve for? The hands? Which part do you not see when the watch is shut up? Where are the hands fastened? Are they alike? What does the long hand show? And the short one? Which goes quicker? What has the face round it? Can you know that a watch is near, even if it is not in sight? By what? Of what does the in'side consist? What is the use of the watch-key? of the watch? There is something else which tells the time, what is it? Where is generally the clock? and where the watch?

5. Is *chalk* made by man or prepared, as paper? By whom is it produced? Is it an artific'ial substance? and why not? What substance is it? And why? Where does chalk come from? What are those places called out of which chalk is taken? Is there a great deal of chalk in the earth? What does it form? What color has it? Milk is also white, but is milk solid or liquid? How is chalk? What do you call a body or substance that flows (or forms itself in drops)? Tell me some other solid and some liquid substances! What do you call glass, because the rays of light can pass through? Is chalk also transparent? Why can you not call it so? How is

it? What means: *opaque*? When you rub it, what becomes of it? What do you call it because it *crumbles* when rubbed? What quality makes the chalk useful to us? Tell me what you observe' when you hold the chalk to your tongue? For what is chalk used?

6. Is *coal* an artificial substance? Where is it found? What do you call the places where coals are found in the earth? Of what color is it? Is it dull or bright? What do you call it, because it is easily broken? And because the rays of light cannot pass through? And because it can be set on fire or easily kindled? What quality of coal makes it so useful to man? Of what use is coal to man? What does steam come from? What makes the water boil? And what makes burn the fire? Do you know how gas is prepared?

7. What kind of material is the *pencil*? Which form has it? Is the wood the whole of the pencil or a part of it? And the lead? How many ends has the pencil? What are the parts of the pencil? Before any one can use the pencil, what must be done to one of the ends? What do we form when we cut it? What do sig'nify the words on the wood of the pencil? What would be the con'sequence if there were no lead in the pencil? What is the use of the wood? Where is the wood? and where the lead? What color has the wood? and the lead? What qualities has a pencil? What means „friable“?

IV.

5. *Verbs* tell of something which is done:
   To ***read***, ***write***, ***count***, ***sing***, ***play***, or ***run***.
6. How things are done the *ad'verbs* tell,
   As: ***slowly***, ***quickly***, ***ill***[1], or ***well***.
7. A *Preposi'tion* stands before
   A noun, as: ***in*** or ***through*** a door.
8. *Conjun'ctions* join[2] the words together,
   As: men ***and*** women, wind ***or*** weather.
9. The *Interjec'tion* shows surprise,
   As: ***Oh***, *how* pretty, ***ah***, how wise!

What does the verb tell? What does the adverb show? Where does a preposition stand? What is a conjunction? What does the interjection mostly

[1]= bad, evil(i) schlecht [2]= bring together vereinigen, verbinden.

or frequently show? Which are the nine parts of speech[1]? Give me 3 (to 9) examples[2] of each! Tell me which kind of word is each in the description (which) we have made about the book! — Which letter do we add to the English verb in the 3d person singular of the Present Tense[3]? What do you say in English: er, (sie, es) kauft, verkauft, liest, bindet, spielt, gehorcht, läuft, singt, sagt, zeigt? But what do we add if the verb is ending in ***o*** (with a con'sonant before), in ***ch***, ***s***, ***x***, ***sh***? What do you say in English: er (sie, es) thut, geht, kreuzt, stößt (push, u), kleidet, kratzt (radirt aus), wacht, wascht? When the verb is ending in ***y*** (with a consonant before), how is the 3d pers. sing.? What do you say in English: sie trägt, sie sagt, sie trocknet, sie studirt, sie kauft? The only exceptions[4] are the six verbs of mood[5]: I can, will, shall, may, must, dare, which do not change[6]: he (she, it) can, will, shall, may, must, dare; the seventh verb of mood: ***to let*** is reg'ular[7]: he, she, it *lets*. Form[8] now little sen'tences with all these verbs (f. i. My brother buys a book etc.). — Is the English conjugation difficult? How do you form the Present Tense, third person singular? But when the verbs are ending in ***o*** and ***y*** with a consonant before these letters? How many verbs make exception and which are these verbs? — Have you some boxes in your house? Have you a box with matches in it? For what do matches serve (are matches used)? Where do you buy matches? Are they dear[9] or cheap[10]? How much does a box of matches cost? Are there many or few matches in a box? — Is there fire in the stove? Do you make fire yourself[11], or does a servant make it? Is fire cold, warm, or hot? In which season have we fire in the stove? Which season is it now? Is our fire made with coal or wood? Is fire useful? May it never be hurtful? Can you tell me one thing or two which are long? short? tall? little? large? small? thick (big)? thin? round? square? fine (nice, pretty, beautiful)? ugly? white? black? brown? red? yellow? green? blue? grey? rough? smooth? bad? good? high? low?

[1]Rede (sprechen), parts of s. Wortarten, Redetheile [2]Beispiel [3]Zeit (gram.) [4]Ausnahme [5]Hilfszeitwörter des Modus, der Redeform [6](sich) ändern [7]regelmäßig [8]bilden [9]theuer (lieb) [10]wohlfeil [11]I myself, you yourself, he himself, she herself, it itself, we ourselves, you yourselves, they themselves.

V.

Ein *Hauptwort* ist der Name einer Person oder Sache[1]. Der *Artikel* bezeichnet das Hauptwort als solches[2]. Ein *Eigenschaftswort* bestimmt

[1]= Ding thing [2]to point out (limit the meaning of).

das Hauptwort näher[1], indem es sagt[2], wie ein Ding ist. Ein Fürwort vertritt die Stelle[3] eines Hauptworts. Das Zeitwort sagt von einem Ding etwas aus[4], gewöhnlich was es thut oder leidet[5]. Das Umstandswort bestimmt ein Zeitwort näher[6], indem es sagt, wie, wann, wo etwas geschieht[7]. Das Verhältnißwort steht vor einem Hauptwort und drückt[8] das Verhältniß[9] zwischen zwei Wörtern aus. Das Bindewort verbindet Wörter und Sätze mit einander[10]. Das Empfindungswort drückt ein Gefühl[11], eine Gemüthsbewegung[12] aus. — Der Ofen ist ein Hausgeräthe; er ist von Eisen oder Erde und wird in einer Fabrik gemacht. Seine Hauptbestandtheile sind: der Körper, das Thürchen, der Rost[13], das Rohr, durch welches der Rauch[14] weg geht[15]. Man brennt Holz oder Kohlen im Ofen, aber nur im Winter; in England und Frankreich hat man[16] gewöhnlich[17] Kamine[18] statt der Oefen. Ein Ofen mag gut oder schlecht, hoch oder nieder, heiß, kalt oder warm, theuer oder wohlfeil sein.

Wohin gehen Sie? Woher kommen Sie? In welche Schule gehen Sie? In welcher Klasse sind Sie? Sind Sie der Erste in Ihrer Schule? Wie heißt der Direktor Ihrer Schule? Haben Sie Privatstunden[19]? Können Sie immer Ihre Lection? Welche Seite ist dies in Ihrem Buche? Oeffnen Sie Ihr Buch Seite 117! Wie viele Seiten machen ein Blatt? 12 Blätter, wie viele Seiten? Wie viele Ecken hat Ihr Buch? Haben Sie Ihre Uebersetzung gemacht? Verstehen[20] Sie dies Wort? Verstehen Sie Alles (was) ich sage? Lesen Sie es noch einmal[21]! Wollen Sie diese Regel[22] lernen? Machen Sie viele Fehler[23]? Sie schreiben zu schnell. Dieser ganze Satz ist falsch[24]. Leihen Sie mir ein Blatt Papier gefälligst; aber nicht Schreib- oder Fließpapier; ich muß einen Brief schreiben. Hier ist mein Concept[25]. Der Datum kommt entweder an den Kopf oder an den Fuß des Briefes. Schreiben Sie umgehend (= mit Umgang der Post[26]). Haben Sie die Adresse geschrieben? Setzen Sie: Poste restante[27] darauf [auf es]! Der Briefträger will den Brief zur Post (mit)nehmen. — Auf diesem Leuchter ist ein Licht, aber es brennt nicht. Warum nicht? Ich habe kein Zündhölzchen. Hier ist Geld. Lassen[28] Sie eine Schachtel Zündhölzchen holen[28]. Sie sind schlecht, sie brennen nicht. Sie sind nicht trocken genug[29].

[1]näher bestimmen to qualify [2]sagend [3]to supply, is used instead of [4]to assert' [5]to suffer [6]to modify [7]to happen [8]ausdrücken express [9]relation [10]= zusammen together [11]feeling [12]emotion [13]grate [14]smoke [15]= geht weg [16]= sie haben [17]generally [18]fire-place (chimney) [19]pri'vate lesson [20]understand' [21]again *or* once more [22]rule [23]fault, mistake' [24]false, incor'rect [25]cop'y (abschreiben) [26]by return of post [27]to be called for (wird abgeholt werden) [28]holen to go for, holen lassen to send for [29]enough.

VI.

1. Der Tisch ist ein sehr nützliches Hausgeräthe. Er wird vom[1] Schreiner (Tischler) aus Holz gemacht. Doch[2] gibt es auch steinerne[3] Tische, Tische von Marmor[4], Schiefer[5] und anderem Stoffe[6]. Seine[7] Haupttheile sind: die Platte[8], die Füße[9], die Schublade[10]. Er[11] dient (um) daran[12] zu arbeiten, spielen, essen. Es gibt[13] viele Arten[14] von Tischen: Arbeitstische[15], Spieltische[16], Eßtische[17], Waschtische[18], Pfeilertische[19] u. s. w.[20] Ein Tisch kann hoch oder nieder, lang oder kurz, theuer oder wohlfeil, schön oder häßlich und von verschiedenen Farben sein.

[1]by (z. aus H. vom Sch.), **von** in the passive voice? [2]yet [3]stone n. and adj. [4]marble [5]slate [6]material [7]his or its? why? [8]= Obertheil upper part [9]= Beine [10]drawer [11]he? [12]= zu arbeiten ꝛc. an ihm [13]there is, *plur.* there are [14]kind [15]working-t. [16]card-t. [17]dining-t. [18]washing-stand, amer. wash-st. [19]pier-t. (ih) [20]and so on, and so forth, etc., or &c. (et *caetera*).

2. Die Schule ist eine sehr nützliche Anstalt[1]. In unserem Lande[2] hat jedes Dorf seine[3] Schule und seinen Lehrer; Städte haben sogar[4] mehrere Schulen mit vielen Lehrern: es gibt Volks[5]- und Freischulen[6], Universitäten[7], Gymnasien[8] und andere Schulen. Die Kinder, welche in eine Schule gehen, werden Schüler (scholar) genannt. Der Lehrer lehrt oder unterrichtet[9] die Schüler. Er lehrt sie richtig[10] [zu] sprechen und schreiben, Sprachlehre[11], [zu] lesen, zeichnen, singen, beten, das Rechnen[12], die Geschichte[13], Naturgeschichte[14], Geographie[15]. Jedes Kind sollte[16] in die Schule gehen. Nur derjenige, welcher etwas gelernt hat, ist ein brauchbares[17] Glied[18] (der) Gesellschaft[19]. Du kannst aber[20] nichts lernen, wenn du nicht aufmerksam, gehorsam, fleißig bist, wenn du den Unterricht[21] störst[22] durch Lärm[23], durch Zanken[24] oder Schwatzen mit deinen Schulkameraden. Träge und leichtsinnige[25] Kinder machen[26] dem Lehrer viele Mühe[27] und Sorge[28] und lernen nur wenig. Fleißige und aufmerksame Schüler machen[29] seine Arbeit angenehm und leicht und bereiten[30] ihm viele Freude. Welche Gegenstände siehst du in der Schule und wozu[31] werden sie gebraucht?

[1]institution [2]*co*untry [3]his? [4]even [5]common- (also: pri'mary-) sch. [6]free-sch. [7]univer'sity (ju) [8]gymnasium (col'lege, acad'emy *for ladies*) [9]instruct' [10]correctly (why not *correct*?) [11]grammar [12]arithmetic [13]his'tory [14]natur*a*l h. [15]geog'raphy [16]ou*gh*t to [17]= nützlich [18]member [19]soci'ety (sosei-iti) [20]**aber** at the head of the sentence (like in French) [21]instruction [22]to trouble, disturb [23]noise [24]quarreling [25]thou*gh*tless [26]= geben [27]trouble [28]care [29]render [30]= verursachen cause (auch: geben) [31]für was?

3. Die Wohnung[1]. (Der) Mensch braucht eine Wohnung. Die menschliche Wohnung ist das Haus. Darin[2] findet er Schutz[3] gegen[4] Wind und Regen, gegen Hitze und Kälte. Das Haus hat vier Ecken und vier äußere[5] Wände. Die Wände haben gleiche[6] Höhe[7], aber selten gleiche Länge[8]. In den Wänden [da] sind[9] Thüren und Fenster. Was erhält[10] die Stube durch die Fenster? Auf jedem Haus ist[9] ein Dach[11] mit einem oder mehreren Schornsteinen[12]. Durch die Hausthüre kommt man zuerst in den Hausgang[13]; von da führen[14] Thüren rechts[15] und links in die Zimmer und in die Küche[16]. Eine steinerne oder hölzerne Treppe[17] führt aufwärts[18] in den ersten Stock[19] oder abwärts[20] in den Keller[21]. Unter dem Dache ist ein Speicher[22] (Boden) oder Dachkammern (Mansarden)[23]. Sehr kleine und schlechte Häuser heißen Hütten[24], sehr große, prächtige[25] Häuser heißen Paläste und Schlösser[26]. Wer zufrieden ist, wohnt in einer Hütte so glücklich, als in einem Palaste. Sehr große Zimmer heißen Säle[27]. Es gibt viele Arten von Zimmern: Wohnzimmer[28], Staats- oder Gesellschaftszimmer[29] (Salon[29]), Schlafzimmer[30], Arbeitszimmer, Schulzimmer, Speisezimmer, Tanzsäle[31], und in den Bahnhöfen[32] der Eisenbahnen[33] Wartesäle[34]. Welche Dinge befinden sich[35] gewöhnlich in den Zimmern und zu[36] welchem Gebrauch dienen[37] sie?

[1]dwelling [2]therein [3]shelter (protection) [4]wider = against [5]outside (exte'rior) [6]e'qual [7]hei*gh*t (heit) [8]length [9]= es gibt [10]receive (i), obtain' [11]roof [12]chim'ney [13]hall [14]lead [15]on the right hand [16]kitchen [17]staircase [18]up (up'ward) [19]story (floor, o) [20]down [21]cellar [22]loft (corn-loft) [23]garret [24]hut, cot (*cottage* is now applied to small, but neat and tasteful dwellings) [25]magnif'icent (mäg-ni) [26]pal'ace, cas*t*le [27]saloon' (ă) [28]dwelling-r., in Am. sitting-r. [29]parlor (parlour) in Amer., drawing-r. in England [30]bed-r. [31]dancing-r. [32]station-house [33]rail-road, rail-way [34]waiting-r. [35]= sind [36]= von of. [37]= sind.

4. Die Familie[1]. (Die) Menschen leben in Gesellschaften. Eine kleine Gesellschaft von (of) Eltern (Vater und Mutter) mit ihren Kindern nennt man eine Familie. Zu der Familie gehören[2] auch die Großeltern[3]: der Großvater und die Großmutter, der Urgroßvater[4] und die Urgroßmutter. Der Bruder meines Vaters oder meiner Mutter ist mein Oheim[5], ihre Schwester ist meine Tante[6]. Ich bin der Neffe (die Nichte)[7] meines Onkels und meiner Tante, der Enkel[8] (die Enkelin) meiner Großeltern. Der Mann[9] meiner Schwester ist mein Schwager[10], die Frau[11] meines Bruders ist meine Schwägerin. Alle Glieder einer Familie heißen Verwandte[12]. Auch der Pathe[13] und die Pathin gehören zur Familie. Wenn meine Mutter stirbt[14] und mein Vater heirathet[15]

[1]fam'ily [2]belong' [3]grand-parents [4]great grand-f. [5]uncle, [6]a*u*nt **ahnt (ähnt,** am.) [7]nephew (newju), n*i*ece [8]grand-child (grand-son or daughter) [9]hus'band [10]brother-in-law [11]wife [12]rela'tion [13]god-father, god-m. [14]to die [15]to marry.

wieder, (so) ist seine Frau[1] meine Stiefmutter[2]. Was[,] also[,] ist mein Stiefvater? — Kinder lieben ihre Eltern, gehorchen[3] ihnen, suchen[4] ihnen Freude zu machen; denn[5] sie verdanken[6] ihnen Nahrung[7], Kleidung, Erziehung[8][,] und oft ihr ganzes Glück[9]. Kinder(,) deren Eltern todt sind, heißen Waisen[10]. Auch die Dienstboten[11] gehören zur Familie; sie bekommen Kost[12], Wohnung, Lohn[13] und helfen[14] [zu] arbeiten.

[1]wife, not *woman* [2]step-m. [3]obey [4]try [5]for [6]o*we* [7]food [8]education [9]hap′piness [10]orph*a*n [11]servant [12]board [13]wages [14]aid.

Twenty Second Lesson. Zweiundzwanzigste Lection.

Past Participle. Imperfect Tense. Perfect Tense.

I.

1. Lewis (Louisa). walk up to me! — *T.* What did Lewis (Louisa) do? *P.* He (she) walked up to you. — Lift up your right hand, boys (girls)! What did you do? We lifted up our right hands. Advance your left arm, Francis (Frances)! What did he (she) do? He (she) advanced his (her) left arm. Unbutton your waistcoat (your neck-cloth)! He unbuttoned this waistcoat. Button it again! He buttoned it. Fold your hands. I folded my hand. Fold your hands, children! We folded our hands. Move your left foot! I (he, she, it, we, you, they) moved my (his, her, its, our, your, their) left foot. I remove this chair. What did I do? You removed the chair. Pour out some water into this glass! What did he do? He poured out some water into the glass. — He filled the glass with water. You wetted (moistened) your finger. He washed his hand. He wiped it with his handkerchief. He dropped a bit of paper. He picked it up again. He repeated your words. He returned to his place. (*Thus in all persons.*)

2. *Repeat the same with the Perfect Tense.* Lewis, walk up to me! What has Lewis done? He has walked up to you. He has lifted up his hands. He has advanced, unbuttoned, buttoned, folded, unfolded, moved, removed, poured out, filled, wetted, moistened, wiped, dropped, picked, repeated, returned.

3. All reg'ular Verbs form their Past Participle and Imperfect by adding *ed.* Verbs ending in *e* add only *d:* smiled, loved, liked, chānged; verbs in *y* (with a consonant before) change *y* in *i:* copied, cried, studied, carried; verbs ending in a consonant after a single vowel (having the accent on the last syllable) double this consonant: dropped, rubbed, propped, supped, referred (bezogen, verwiesen auf: I refer to my last respects' [Ergebenes] of the 2nd instant [ds. Mts.]), occurred (ereignet).

II.

Change the following sentences 1. to *the Imperfect Tense,* 2. to *the Perfect Tense,* 3. to *the Affirmative, Negative, Interrogative, or Interr.-negat.* The Imperfect form of *to do* is: *did.* Did I (he, she, it, we, you, they) return? I did not learn my lesson. Did I not dress?

I dēlīght' in[1] learning. I breakfast now. I dine at noon. I sup. I breathe by means of my lungs. I call on[2] you when I pass by[3]. The servant cleans the yard. The weather changes quickly. The veins conduct' the blood. Columbus discovers America. Good children obey their parents and masters. The postboy delivers a letter to my father. I join these two pieces of wood together. We digest by means of the intestines. My master (mistress) explains these words clearly[4]. You never finish in time[5]. Do you gather flowers? Does your master often smile? Why do you laugh? What happens? Who knocks at the door? Who lights (kīndles) the sun? Do men live eter'nally[6]? Who creā'tes[7] the world? Do you learn your lesson every day? He studies well. The child cries very often. Why does he drop his handkerchief? observe these dark clouds. Why do you overturn this chair? He prays to God day and night. They pick up what I drop. She proceeds to her place. We provide you with books. Do you not percēīve this fault? Does he not punish my brother? It serves me well. He scratches out this word. She does not spell enough. These words sound well. The stars twinkle bright. I thank you. It thunders. Does it lighten? The robber[8] kills a man. (Change the sentences in the Progressive form 1. of the Present Tense, 2. of the Imperfect, 3. of the Perfect: *I am delighting in learning; I was delighting int learning; I have been delighting in learning.)*

[1]ich finde mein Vergnügen im L. [2]einsprechen, einen kurzen Besuch machen [3]vorbeigehen [4]*adj.* clear klar, deutlich [5]zu rechter Zeit [6]*adj.* eternal ewig [7]erschaffen [8]Räuber.

III.

Ist die englische Conjugation schwer? O, nein, mein Herr (Madame, Mademoiselle), sie ist sehr leicht. Wie bilden Sie die dritte Person Einzahl in der gegenwärtigen Zeit? Ich bilde die dritte Person Einzahl der gegenwärtigen Zeit durch Anhängung eines ***s***[1]. Wie bilden Sie das Mittelwort der Vergangenheit[2] und die Mitvergangenheit (Imperfect)? Ich bilde sie durch Anhängung (von) ***ed***. — Der Lehrer lächelte, als[3] ich meine Lection gut lernte. Warum lächelte er? Lächelt er nicht oft[4]? Nein, mein Herr (Mad., Fräul.), er lächelt nicht oft. Meine Tante lebte ehemals[5] in London, jetzt lebt sie (s. l.) in Wien[6]. Lebt sie nicht in Berlin? Sie lebte nicht da vergangenes Jahr. Wann starb[7] Napoleon I.? Er starb am 5. Mai[8] 1821. Wer öffnete[9] das Fenster? Oeffnete es nicht Marie? Nein, sie öffnete es nicht; sie verschließt[10] es eben. Wir falteten immer[4] die Hände, wenn wir beteten. Beten Sie nicht alle Tage? Beteten Sie nicht gestern? Haben Sie nicht meine Fragen beantwortet? Ich beantwortete sie schnell[11] Wer trat (in) das Zimmer, als ich nicht hier war[12]? Wer ließ seine Hefte fallen? Wir frühstückten diesen Morgen um 3/4 auf 6, wir speisten um 1/2 1, wir begleiteten[13] unsern Freund[14] Peter (Freundin[14] Helene) zur Eisenbahn. Es regnete sehr stark[15]. Wer druckte dieses Buch? Wir empfingen diese Schreibbücher (Hefte) von unsrer Lehrerin. Was kosteten sie? Wie sprachen Sie dies Wort aus? Womit ist dieser Brief gesiegelt, mit Oblaten oder Siegellack? Wer hat Dich angekleidet[16]? Hast Du Deine Hände gewaschen? Wann entdeckte Columbus Amerika? Haben Sie den Diener gerufen[17]? Wer hat gefragt? Hat sie richtig[18] geantwortet? Haben wir nicht bis jetzt gewartet[19]? Liebte er seine Eltern nicht? Er trank gern[20] Wein und Bier. Haben Sie versucht[21](,) diese Aufgabe zu machen[22]? Ich versuchte (es), aber vergebens[23]

[1]by adding an (after *o*, *x*, *ch*, *ss*, *sh* = *es*.) [2]Past Participle [3]when [4]adv. of time before the verb (oft lächeln) [5]formerly [6]Vien'na [7]to die [8]5th M. or 5th *of* Mai [9]with: *do*? [10]*progressive form* [11]quick *or* quickly? [12]was [13]accom'pany (ied) [14]friend [15]hard [16]dress [17]call [18]antw. richtig, a. correct'ly [19]wait [20]liebte (love?) [21]try [22]to *do* a task [23]in vain

Twenty third Lesson. — Dreiundzwanzigste Lection.

Irregular Verbs. — Unregelmäßige Zeitwörter.

I.

There are a great many[1] verbs which do *not* form their Past Participle and Imperfect by adding *ed;* those[2] Verbs are called *Irreg'ular*[3] *Verbs.* The irregular verbs which we have already learned are:

Infinitive and Present Tense.		Imperfect Tense.	Perfect Tense.
I am (to be sein) ich bin		I was	I have been
„ have ich habe		„ had	„ have had
„ can ich kann	have no Inf. and no P. P.	„ could	(I have been able[4])
„ ought ich soll (aus Pflicht)	have no Inf. and no P. P.	„ ought	(It has been my duty)
„ must ich muß	have no Inf. and no P. P.	„ must	(I have been obliged)
„ shall ich soll (werde)	have no Inf. and no P. P.	„ should	(I have been obliged)
„ will ich will	have no Inf. and no P. P.	„ would	(„ „ „ willing)
„ may ich mag, darf	have no Inf. and no P. P.	„ might	(„ „ „ allowed)
„ dare darf (wagen)		„ durst	I have dared
„ let lasse (zu), vermiethe		„ let	„ „ let
„ do ich thue		„ did	„ „ done
„ cut ich schneide		„ cut	„ „ cut
„ cost ich koste		„ cost	„ „ cost
„ say ich sage		„ said	„ „ said
„ spread ich breite (aus)		„ spread	„ „ spread
„ send ich sende		„ sent	„ „ sent
„ beat ich schlage		„ beat	„ „ beaten
„ smell ich rieche		„ smelt	„ „ smelt
„ feel ich fühle		„ felt	„ „ felt
„ leave ich verlasse		„ left	„ „ left
„ shoe[5] ich beschlage (Pferd)		„ shod	„ „ shod
„ go ich gehe		„ went	„ am gone
„ make ich mache		„ made	„ have made
„ put[5] ich setze (lege, stelle)		„ put	„ „ put

[1]sehr viele [2]plur. of *that* jener, e, es [3]unregelmäßig [4]im Stande [5]u.

Infinitive and Present Tense.	Imperfect Tense.	Perfect Tense.
I shut ich schließe (zu)	I shut	I have shut
„ bid ich heiße, gebiete	„ bid (bade)	„ „ bid (bidden)
„ pay ich bezahle	„ paid	„ „ paid
„ read (i) ich lese	„ read (e)	„ „ read
„ lend ich leihe	„ lent	„ „ lent
„ build ich baue	„ built	„ „ built
„ kneel ich kniee	„ knelt	„ „ knelt
„ weep ich weine	„ wept	„ „ wept
„ eat ich esse	„ ate (eat)	„ „ eaten
„ come ich komme	„ came	„ am (have) come.

II.

Am I your master? Is your father a physician? Are you at home or in school now? Are those gentlemen Englishmen, Frenchmen, or Germans? Have I a great many good books? Can you read and write? Shall a child obey his parents? Will you paint[1] or draw? Must you translate[2] this exercise[3] into German, French, or Ital'ian? Ought you to do what I tell you? May we take a walk[4]? Dare you to do all (that) you like? What does this mer'chant[5] sell? When do we begin to learn the Italian language? Why do you let your house? At what o'clock does he come to you? Does your sister go to church? Does the blacksmith[6] shoe the horses? At what time do you eat? When do you leave school? Why does this woman weep? Do you feel quite well? Does everybody kneel when he prays? Which is the or'gan[7] we smell with[8]? Does your sister say all (that) she knows? Who builds your house? Whom does this naughty boy beat? To whom do you lend your pen-case? Who sends these goods[9] to the merchant? Do you read and speak in a loud or low voice? Why do you spread your pocket-handkerchief over your hands? What do you say? Do you pay what you *owe*[10]? How much costs an ell of this cloth? Do you everything that your father bids you? With what does the glazier cut the glass? Are diamonds[11] dear? Do you put your books into your satchel? Do you do[12] your hair every morning? Do you do[12] your task every day? How do you do? Who makes shoes and boots? tables and benches? clothes?

[1]malen [2]übersetzen [3]Uebung, thème (frz. exercice) [4]spazieren gehen, einen Spaziergang machen [5]Kaufmann [6]Schmied, Hufschmied [7]Werkzeug [8]= with which we s. [9]Waare [10]schulden, schuldig sein [11]Diamant [12]machen.

(Answer these questions in the *Present Tense*; then change the questions into the *Imperfect* and answer in *this* tense; then put the questions in the *Perfect Tense* and answer them the like. For the Perfect Tenses of: *can*, *shall*, *will*, *may*, *must*, *ought*, you may use with *can*: I have been able; with *will*: I have been willing or I have wished; with *may*: I have been allowed or permitted; with *must*, *shall*, *ought*: I have been obliged.) What is the Progressive Form in the Present and Imperfect Tenses of these Verbs?

III.

Ich bin ein Schüler. Ich war gestern in der Schule. Ich bin immer glücklich gewesen. Ich bin all' diese Zeit[1] (her) krank gewesen. Mein Bruder ist in England gewesen. Ich bin in der Kirche gewesen. Meine Schwester ist in Wien[2] gewesen. Dieses Mädchen ist eine Näherin[3] gewesen. Wir sind lange[4] in Paris gewesen. Ich habe gute Eltern, ich bin glücklich. Ich hatte viel Vergnügen, als[5] ich in Livorno[6] war. Ich kann thun(,) was ich will[7]. Ich soll thun, was meine Pflicht ist. Ich muß meiner Lehrerin gehorchen. Ich thue, was sie mir sagt[8]. Ich lasse die Kinder gehen (alone), ich thue ihnen nichts zu leide[9]. Ich schneide mein Brod. Ich koste meinem Vater viel Geld[10]. Ich sage Alles (was) ich weiß. Ich breite ein Papier über diese Früchte. Ich sende Ihnen diese Bücher wieder zurück[11]. Ich schlage meine kleine Schwester nicht. Ich rieche mit meiner Nase. Ich fühle [etwas] Kopfweh[12]. Ich verlasse (die) Stadt mit dem ersten Zug (Eisenbahnzug)[13]. Ich gehe alle Tage[1] zur Schule. Ich komme immer zu rechter Zeit[14]. Ich komme zu Ihnen um ½12. Ich esse, was ich bekomme[15]. Ich weine sehr selten[16]. Ich kniee(,) zu beten. Ich baue mir ein neues Haus. Ich leihe Dir meine Hefte. Ich lese oft[17] laut. Ich bezahle die Schulden meines Sohnes. Ich befehle Dir, herein[18] (zu) kommen. Ich schließe die Fenster meines Schlafzimmers in der Nacht. Ich lege jedes Ding auf seinen[19] Platz. Ich mache keinen Lärm[20]. Ich wage (es zu) sagen. Ich darf [mag] einen Spaziergang machen. Ich will immer die Wahrheit[21] sagen. Ich soll (werde) jetzt meine Aufgabe machen. (Change these 1st Persons into all other persons, sing. and plur., Present, Imperfect and Perfect Tense; affirm'ative, interrog'ative, neg'ative, and negative-interrogative.)

[1]Time at the beginning or end of the sen'tence [2]Vien'na [3]seamstresss [4]= lange Zeit [5]when [6]Leghorn (*at* a town, *in* a country) [7]= liebe [8]= sagt mir [9]ihnen nichts zu leide thun = do them no harm [10]money [11]= zurück wieder [12]das Weh, der Schmerz ache (äiht) [13]train [14]= ich immer bin in Zeit [15]get [16]rarely, seldom [17]= ich oft l. [18]kommen herein (in) [19]*his*? [20]noise [21]truth.



Twenty fourth Lesson. — Vierundzwanzigste Lection.

Irregular Verbs (Continued).

I.

Infinitive and Present Tense.	Imperfect.	Perfect.
(I) bring (ich) bringe	(I) brought	(I have) brought
buy kaufe	bought	bought
teach lehre	taught	taught
think denke	thought	thought
grind mahle	ground	ground
bind binde	bound	bound
find finde	found	found
wind winde	wound	wound
hold halte	held	held
tell sage	told	told
speak spreche	spoke	spoken
break breche	broke	broken
rise stehe auf	rose	risen
take nehme	took	taken
stand stehe	stood	stood
throw werfe	threw	thrown
blow blase	blew	blown
grow wachse	grew	grown
see sehe	saw	seen
strike schlage	struck	struck
begin beginne	began	begun
sing singe	sang	sung
burn brenne	burnt	burnt
sit sitze	sat	sat
get erlange	got	got
sell verkaufe	sold	sold
weave webe	wove	woven
write schreibe	wrote	written
tear zerreiße	tore	torn

Infinitive and Present Tense.	Imperfect.	Perfect.
(I) shake (ich) erschüttere	(I) shook	(I have) shaken
know kenne	knew	known
draw zeichne, ziehe	drew	drawn
show zeige	showed	shown
give gebe	gave	given
stick stecke	stuck	stuck
ring läute	rang	rung
drink trinke	drank	drunk
fall falle	fell	fallen
light zünde an	lit	lit
lay lege	laid	laid

II.

Do stones grow? Does fire burn? Do they sing at your school? Do I soon begin to learn Spānish? Does the clock strike? Do you see with your eyes? Why do you blow on your fingers? Does your brother throw away his money? Do you stand or sit? Why do you always take my pens? Do you rise when your master speaks to you? Who breaks these windows? Do you speak Dutch[1]? Does your little sister always tell the truth? When do you hold up your finger? Do you find what you look for[2]? Does the miller grind wheat[3], rye[4], or barley[5]? Who teaches you arith'-metic[6]? Does the postboy bring a letter? Does the rain lay down the dust[7]? Do we light candles during[8] the day? Do the fruits fall down from the trees[9]? Do you ever drink brandy? Who rings the bell[10]? Why do you stick your knife into this wood? Does she shake hands with her friends? Does she give anything to the poor[11]? Do you often show your copy-books to your mother? Do you draw a straight or curved line? Do you know geography? Why does she tear her veil? Do you often write letters? What does the weaver weave? What does this merchant sell? Do you get your money from him? Do you every day wind up your watch? Who binds your books? *Of* whom do you think? Where do you buy your stationery[12]? Who takes my com'passes[13]? Who gives you what you want? What do you think of the weather? (The scholars answer these questions

[1] Holländisch [2] suchen (go for holen, send for holen lassen) [3] Waizen [4] Roggen [5] Gerste [6] Rechenkunst [7] Staub [8] während [9] Baum [10] Schelle [11] *plural* [12] = writing materials Schreibmaterialien (stationery-shop? stationer?) [13] plur. Zirkel (a pair of c. ein Z.)

in the Present Tense; then the teacher asks the same questions in the Imperfect and Perfect and the scholars answer in the same Tenses. — Change them into the negative! What is the Progressive Form of all these verbs?)

III.

Er lernt zeichnen[1]. Sie weiß was sie thut. Er verkauft sehr viel[2] Waare. Dieß Kind weint sehr oft. Dein Bruder sitzt neben dem meinigen. Er zündet Lichter an, sobald[3] es dunkel wird[4]. Das Feuer brennt. Deine Schwester singt sehr gut. Sie kauft zu viele unnütze[5] Dinge. Sie denkt nie **an** mich. Diese Dame ist eine geschickte[6] Näherin; sie lehrt mich nähen[7]. Er verkauft sein Haus. Mein Vetter trinkt Kaffee dreimal[8] des Tags[9]. Dein Oheim schellt, was will[10] er? Seine Tante gibt ihm zuviel Geld. Unser Vetter beginnt alt zu werden[11]. Er schlägt euren Diener. Sie zeigt mir ihre Zeichnungen[12]. Er schüttelt seinen Kopf. Er zerreißt seine Kleider. Sie schreibt sehr schöne Briefe. Er zieht seine Uhr zweimal des Tags auf. Das Kind bringt uns einen Gulden[13]; es verkaufte sein Buch wieder. Jener Knabe erzählt etwas ganz[14] Neues. Der Feind[15] bricht den Frieden[16]. Das unhöfliche[17] Kind bläst seine Suppe. Er wirft sein Buch auf (to) den Boden. Er steht auf (on) seinen Füßen. Sie nehmen, was nicht ihnen gehört[18]. Die Kinder stehen auf, wenn Jemand mit (to) ihnen spricht. Sie sprechen laut. Sie halten ihre Finger empor. Die Buchbinder binden die Bücher; die Buchhändler verkaufen sie; die Buchdrucker drucken sie; die Schriftsteller schreiben sie. Diese Frauen weben Tuch. Sie fallen auf ihre Knie. Ein vernünftiges[19] Kind ißt nur reife[20] Früchte. (Change the number, change the 3d Person into the 1st and 2nd, sing. and plur.! Change the Present Tense into the Perfect and Imperfect Tenses! Change the affirmative into the negative and interrogative!)

[1]Pres. Part. [2]a great deal of [3]as soon as [4]wird d. (werden to grow) [5]useless [6]skilful [7]stitch (v. Nr. 1) [8]thrice or better: three times [9]a day [10]= brauchen [11]zu w. a. [12]drawing [13]florin [14]quite [15]en'emy [16]peace [17]unpolite [18]to belong [19]reasonable [20]ripe.

Twenty fifth Lesson. — Fünfundzwanzigste Lection.

Present, Perfect, and Imperfect Tense (Continued).

I.

Teacher. Joe, stand up! *Pupil*. I stand up. *M*. What have you done? (*P*. I have stood up. *M*. What did you do? *P*. I stood up.) Take your book! I take my book; I took my book; I have taken m. b. Take it in your left hand! Open it! Read one sentence! Turn up one leaf, two leaves. Show me the title-page of your book! Show me the name of the author! Shut your book! Give it to your neighbour! Take it back! Put it on the table! — John, leave your place! Come up to me! Take the chalk! Go to the blackboard! Draw a circle, a cross, a straight line, a curved line! Make a full stop, an apos'trophe, a hyphen, a dash, an interrog'atory-point, an exclamation-point, a colon, a semicolon, a comma, quotation-marks, paren'theses[1], brackets! Write two words with cap'ital letters? Wipe all out! Put the chalk on its place! Go back to your place. — Charles, show me the ceiling and the floor! Count the tables, benches, panes of a window! Tear this sheet of paper to four pieces! Throw them on the table! Pick them up again! Make a hole in one piece! Bring it to me! Open the window! Throw these bits of paper through the window! Go to your place! Shake hands with your neighbour! Say some English words! — Lewis, put the forefinger of your right hand on your brow! Hold up the forefinger of your left hand! Blow on the palm, on the back of your hand! Fold your arms! Sit down! (After every command' (a) given, you may ask the pupils: „What is Joe doing?" „What did he do?" „What has he done?")

[1]*Sing*. parenthesis.

II.

When little Ned
Was[1] sent to bed,
He always acted[2] right:

He kissed Papa
And then Mamma
And wished them both: good night.

[1]wurde [2]handeln.

He made no noise	Directly[2] went,
Like[1] naughty boys	When he was sent,
But glad am I to say:	Undressed[3] and knelt to pray.

What are the famĭ'liar[4] names of Edward? Do you know those of Richard? William? James? Was Edward a tall boy? an old one? How do you say in English: „der kleine Eduard, der alte Fritz, die junge Helene, der gute Paul, die böse Sophie?" Where was Edward sent? When do you go to bed? At what o'clock do you get out of your bed? When did you go to bed yesterday? How did Edward act? When did he act right, only once? Whom did he kiss? Do you kiss your Papa' and Mamma'[5] when you go to bed What did Ned wish to his parents? What do you say to your parents when you go to bed? And when you see them first[6] in the morning? What did Edward not make? Who makes much noise? What means „naughty"[7]? What means „glad"[8]? Why am I glad to say something of Ned? When did he go? What does „directly"[9] mean? Did he stay when he was sent? And when he was in his bed-room what did he do? What is the meaning of the sy̆l'lable[10] „*un*"? What, then, is: unpōlīte', unkind', unknown', unripe', unrea'-sonable? When Edward had undressed what did he do? Do you always kneel when you pray? To whom do you pray? Do you pray every day? once or twice? — Tell me this little poem again, changing[11] the Imperfect to the Present Tenses! And now to the Perfect Tenses! Tell me all the verbs in the little poem! Conjugate them! What is the Imperfect of: to weep, to come, to go, to light, to leave, to teach, to write, to sell, to bid, to do, of: I will, I shall, I can, I may? What are the Present and Past Participles of these verbs? of to strike, to sell, to think, to buy, to throw, to rise, to break, to stand, to get, to wind? What is the Infinitive of: I brought, ground, grew, saw, took, tore, knew, laid, built, lent, went, shut, made, durst, shod? What is the Present Tense of: being, letting, cutting, saying, spreading, smelling, feeling, falling, shoeing, having, eating, holding, telling, breaking? The Past Participle of the same?

[1]gleich, wie (to like?) [2]*adj.* direct sogleich [3]sich auskleiden [4]vertraut (Edward = Ed, Eddy, Ned, Neddy) [5]Children use sometimes to say: Pa and Ma (a) [6]erst, zuerst [7]*Syn.*: wicked, bad, froward, mischiev'ous, perverse', untoward, ungov'ernable, refrac'-tory, disobe'dient, cross, peevish (*naughty* is now-a-days only applied to children) [8]with pleasure or joy; *syn.* pleased, gratified, delighted, cheerful, joyous, joyful, pleasing [9]in'stantly, imme'diately, without delay' [10]Silbe [11]verändern.

III.

Ich komme an. Du erlaubst. Er fügt hinzu. Sie begleitet ihn. Es schmerzt[1]. Wir handeln recht. Ihr kauft. Sie athmen. Mein Bruder beugt seinen Arm. Meine Schwester schlägt[2] mich. Ich befehle[3] Dir herein(zu)kommen. Du bringst mir mein Geld. Er zerbricht einen Stock. Sie frühstückt zweimal. Das Licht brennt. Der Hund beißt. Die Bäume blühen. Die Hunde bellen. Wir tragen eine schwere Last[4]. Ihr ruft den Bedienten. Ich (zer)schnitt das Band. Jesus (i) brach das Brod. Das Wetter änderte (sich). Gott schuf die Welt in sieben Tagen. Wir kleideten (uns) schnell (an). Er entkleidete (sich). Columbus entdeckte Amerika im Jahre 1492. Karl der Zwölfte, König von Schweden, trank nie[5] Wein. Wir zeichneten Landschaften[6]. Die Hitze der Sonne trocknete die Wege. Wir speisten heute um 3/4 auf 5. Der Briefträger (über)gab mir ein Dutzend Briefe. Napoleon I. wurde Kaiser i. J. 1804. Er leerte sein Glas. — Sie (3d pers.) haben viel gegessen. Er ist[7] schnell (in) das Zimmer getreten. Wir fanden, was wir suchten. Sie fühlte, daß sie Unrecht hatte[8]. Wir falteten die Hände, als wir beteten. Der Diener hat die Flasche gefüllt. Dieß Kind ist[7] auf einen Stein gefallen. Die Briefe sind frankirt. Er ist (fort)gegangen. Sie hat mir ihr Buch gegeben. Sie (2nd p.) haben viel Geld gewonnen. Sie (3d p.) haben Blumen gepflückt. Dieß Kind ist[7] sehr[9] gewachsen. Er hat sein Geld bekommen. — Ich höre mit den Ohren, sehe mit den Augen, rieche mit der Nase, schmecke mit der Zunge, fühle mit dem ganzen Körper, spreche mit dem Mund, athme mit der Lunge, gehe mit den Füßen. Dieß ereignete sich viel später. Er kniete nieder und betete. Er wußte(,) daß ich kommen würde. Sie klopfte an [die Thüre]. Herkules (Her'cūlēs) tödtete einen Löwen. Laß mich [allein]! Lassen Sie uns einen Spaziergang machen [nehmen]! Er liebt die englische Sprache sehr. Sie liebt ihre Eltern sehr. Wir schauten nach den Thieren. Die Lichter sind angezündet. Wir hoben unsre Hände auf. Wir sind Seite 78 stehen geblieben[10]. Die Weisen[11] lächeln, die Thoren[12] lachen überlaut. Diese Kinder gehorchten immer ihren Eltern. Er schuldete mir 1000 Gulden. Er zog den Hut ab. Der böse Knabe wurde bestraft. Er bemühte (sich,) seine Lection gut zu studiren. Er trägt einen Stock. (Change into the Negative and Interrogative! — Change the Number! — Change into the Progressive Form! — Change the Tenses: Perfect to Imperfect, Present to Perfect! and *vice versa* [or the case reversed] umgekehrt.)

[1]to ache (f) [2]to strike (give one *blow*), to beat (to strike repeatedly) [3]to bid [4]load [5]adv. of time generally before the verb [6]landscape [7]to have [8]to have right or wrong? [9]= viel; with verbs we never use *very*: „Ich danke Ihnen sehr; die Schülerinnen lieben ihre Lehrerin sehr"? [10]to leave off [11]the wise (no s) [12]the silly.

Twenty sixth Lesson. — Sechsundzwanzigste Lection.

Verbs (Continued). Money.

I.

Infinitive and Present Tense.	Imperfect Tense.	Perfect Tense.
I (to) bear gebären	I bore	I have born
bite beißen	bit	bitten (bit)
fetch holen	fetcht	fetcht
shine scheinen	shone	shone
spell buchstabiren	spelt	spelt
spill verschütten	spilt	spilt
run rennen	ran	run
lose verlieren (u)	lŏst	lost
sleep schlafen	slept	slept
become werden (ŏ)	became	become
smell riechen	smelt	smelt
learn lernen	learnt	learnt
dip eintauchen	dipt	dipt
hang[1] hangen	hung	hung
keep behalten	kept	kept
wear (an sich) tragen	wore	worn
understand' verstehen	understood	understood
mean meinen, bedeuten	meant	meant
forget' vergessen	forgot	forgot (forgotten)
feed füttern	fed	fed.

We cannot[2] buy bread, or meat, or clothes, or any other things without *mon'ey*. We must learn the name, and văl'ūe[3] of the money and must learn to count money, so that, when we buy or sell, we make no mistākes[4]. Each piece of money is called a *coin*. Coins are made of copper, silver, or gold. Our copper coins in Germany are Pfennings and Kreuzers (there are also Kreuzers made of silver), in England Farthings[5] and Pence[6], in

[1] *hang* = erhängen, reg. (he was hanged) [2] in America now: *can not* [3] Werth [4] Irrthum, Fehler [5] Pfennig [6] sing. *penny* (*twopence* pr. „topp'ens", *halfpenny* pr „häpenni").

France Centĭmes, in America Cents. 4 Pfennings make a Kreuzer, 60 Kreuzers are a Gulden or florin; 12 Pfennings are a Silvergroschen and 30 Silvèrgroschen are a Thaler (Prussian[1] Thaler). 4 Farthings make a Penny, 12 Pence make a Shilling; 20 Shillings make a Pound[2] Sterling; 100 Centimes make a Frank; 100 Cents make a Dollar. *Gold coins* are in Germany: Fredericks; in France: 20-Frank-pieces; in England: Sovereigns (a Guĭ'nea is one shilling more than a Sovereign or a Pound Sterling); in America: *Eagles*[3] or 10 Dollar-pieces. In Aus'trĭa[4] they have Gulden at 100 Kreuzers; in Russia[5] Rubel at 100 Kopeks; in Spain[6] Piaster at 20 reals.

[1]preußisch (Prussia, Proschiä, i very short) [2]Pfund [3]Adler [4]Oestreich [5]Rußland (Roschiä, i very short) [6]Spanien.

II.

Mr.[1] Smith, a surgeon[2] in Leeds (a manufacturing town[3] in England), once *went* to *take* a walk in this town. On his way home, he *saw* a little dog which *had hurt* his[4] leg. The poor animal *was* so lame[5], that it *could* not *lift* its foot without great pain[6]. The kind man *took* the poor dog in his arms, *carried* him home and *bound up*[7] his leg. Then he *made* a warm place for the sick animal, *fed* it, *kept* it in his house for several days, and then *sent* it away to its old home. (For as it was not his own dog, he had no right to keep him.) But, each day, the dog *came* back for the kind man to *dress*[8] his leg, till it *became* quite well. — A few weeks afterwards[9] the dog *came* back again and *brought* with him another dog that was lame. It *gave* the man a look and *seemed*[10] to *say*, „You *made* my lame leg well, and now I *wish* you to *do*[11] the same for my poor friend here." Then the kind man *took care*[12] of this dog also, dressed his leg and kept the poor animal in his house till it became quite well also and could *go home*. *(Change the Imperfect Tenses to the Present and Perfect Tenses.)* — Who was Mr. Smith? What does the abbrēvĭa'tion[13] *Mr.* mean? And *Mrs.*? What is a surgeon? Where is Leeds? Which kinds of manufactures are there prin'cipally[14]? Is Leeds the capital of England? Do you know which city is the cap'ital?

[1]pron.: *Mister* Herr; *Mrs.* = Mistress, in this abbreviation: *Missis* Frau [2](frz. *chirurgien*) Wundarzt, a physic'ian curing exter'nal diseases or in'juries [3]Fabrikstadt (in Tuch) [4]animals (and children) are spoken of in the neuter, or in their own gender (*dog* m., *bitch* f.) [5]lahm [6]Schmerz; pains Sorge, Mühe [7]verbinden [8]ankleiden, verbinden, zurecht machen (to dress leather, a lamp, a dead animal, a garden) [9]nachher [10]scheinen (frz. sembler) [11]ich wünsche, daß Sie thun [12]Sorge tragen (Acht geben) [13]Abkürzung [14]hauptsächlich (Tuch).

and how many inhab'itants it has? Can you name some other towns in England? Why did Mr. Smith go out? Where did he take his walk? Have you taken a walk also to-day? When and where did we take a walk lately[1]? What did Mr. S. see? Where did he see it? Was it a large dog? Was it quite well? Had he hurt his head? What could he not lift? Why not? What did he feel when he tried to lift up his leg? Was Mr. S. a kind man? Is he a bad man who pities[2] animals? Are those good boys who tease[3] dogs or other animals? Will you ever give unnec'essary[4] pain to a poor animal? What did Mr. S. do with the lame dog? Where did he carry him? What did he do with him at home[5]? To which place did he bring him? What did he give him? Did he send him *directly* away? Why did he not keep him? Did the dog forget his bĕnĕfac'tor[6]? What did he do every day? How long? When did he come again? Did he come alone? Whom did he bring with him? Whom did he look at[7]? And what did he seem to say? Did Mr. S. do as he was requested[8]? What kind of an animal was this dog[9]?

[1]= of late neulich [2]to pity = to show compassion Mitleid (frz.. pitié) haben [3](von zausen) = torment', vex quälen [4]unnöthig (frz.?) [5]*home, at home*? [6]Wohlthäter (frz. bienfaiteur) [7]= at whom d. he look? [8]bitten, ersuchen [9]klug: saga'cious (shrewd, schrubd).

III.

NB. The Subject before, the Object behind the Verb.

Unter einem großen[1] Baume nahe beim[2] Dorfe[3] fanden zwei Knaben, Karl und Franz, eine schöne große[1] Nuß[4]. Sobald sie sie sahen, liefen sie beide(,) um die Nuß zu bekommen[5]. Aber Karl kam[5] zuerst hin[6] und hob sie auf. „Sie[7] ist mein[8]," sagte Franz, „denn[9] ich habe sie zuerst gesehen." — „Nein, sie ist mein," sagte Karl, „denn ich habe sie aufgehoben." — So[10] begannen sie um die Nuß zu streiten[11]. Da[12] sie (sich) nicht einigen[13] konnten, wem sie gehören[14] sollte, (so) riefen sie einen ältern Knaben, der[15] eben vorüber ging[16]. Der ältere Knabe sagte: „Ich will den Streit schlichten[17]." Er nahm die Nuß, brach sie (auf), und nahm den Kern[18] heraus(,) der darin[19] war. „Diese Hälfte[20] der Schale[21]," sagte er, „gehört Dir, Franz, der die Nuß zuerst sah, und diese Hälfte der Schale gehört Dir, Karl, der sie aufhob.

[1]great or large? [2]near the [3]village [4]nut [5]get [6]there [7]*she*? [8]mine [9]for [10]thus [11]quarrel [12]as [13]to agree [14]belong (to) [15]*who* of persons, *which* of things [16]pass by (Progressive Form) [17]settle [18]kernel [19]in ihr (*her*?) [20]half [21]shell.

Den Kern der Nuß[,] behalte ich als meine Bezahlung[1] für (die) Schlichtung[2] des Streits." Dieß ist die Art[3], sagte er lachend, auf [in] welche Streitigkeiten gewöhnlich enden.

Wie hießen die beiden Knaben? Was fanden sie? Wo fanden sie die Nuß? War der Baum groß oder klein, hoch oder nieder? Wo stand der Baum, weit vom[4] Dorfe? Wie war die Nuß? Was thaten die Knaben, als sie die Nuß sahen? Wer kam zuerst hin? Was that Karl? Was sagte Franz? Warum glaubte er, die Nuß gehöre[5] ihm? Stimmte Karl damit überein? Warum nicht? Was sagte er? Was begannen die Knaben? Ist es schön, wenn Kinder mit einander streiten? Streitest Du Dich oft[6] mit Deinen Kameraden? Konnten Karl und Franz nicht einig werden? Wen riefen sie? War dieser Knabe älter oder jünger, größer oder kleiner, stärker[7] oder schwächer[8](,) als sie? Was sagte dieser Knabe? Was that er mit der Nuß? Was war in der Nuß? Was sagte er von dem Kerne? Warum nahm er den Kern für sich selbst[9]? Was blieb[10] von der Nuß? Wem (to) gab er (die) eine Schale? Warum? Wem gab er die andere Schale? Warum? Was erhielt Karl? Was erhielt Franz? Was nahm der ältere Knabe? Was sagte er lachend? Gewinnen oder verlieren die streitenden Parteien[11] gewöhnlich? Was ist die Moral[12] dieser Geschichte[13]?

[1]pay (fr. payement) [2]Present Participle (without article and with the Objective Case) [3]= Weg [4]far off [5]Imperf. (in der indirekten Rede, like in French) [6]Why *before* the verb? [7]strong [8]weak [9]for myself etc. [10]remain [11]party (plur.?) [12]mor'al [13]story (plur.?)

Twenty seventh Lesson. — Siebenundzwanzigste Lection.

Progressive Form. — Dauernde, unvollendete Handlung.

I.

1. Present Tense: I am reading ich lese (eben, fortwährend, dauernd).
2. Imperfect Tense: I was reading ich las (damals, eben, eine gewisse Zeit lang).
3. Perfect Tense: I have been reading ich habe (damals, eben, eine Zeit lang) gelesen.

Conjugate five verbs in this Progressive Form.

I am taking the chalk. I am going to the blackboard. I am drawing a horizon'tal line —. Now I am making a perpendic'ular (ver'tical) line |. I am making two par'allel lines, horizontal =, perpendicular | |, ob'li*que* \\. I am showing you a spīral line ⸗. I am making three kinds of angles: a right angle |_, an acute angle <, an obtūse angle _. I am showing you a square □, a trīangle △, a rhombus ▱, a rect'angle ▭, a cone △, a circle ○, a cyl'inder ▯, an ellipse' ⬭, an ōval ⬭. I am fetching a map of Eu'rope. I am showing you the countries of Europe: Port'ugal, Spain, France, Bel'gium, Holland, Britan'nia (England, Scotland, and Ireland), Den'-mark, Swēden and Nor'way, Russia[1], Pōland, Turk*e*y, Greece, It'aly, Switzer-land, Germany, Bavāria, Baden, Wurtemberg, Săx*o*ny, Prussia[1], Aus'tria. Now tell me the capitals of all these countries. — I am opening a window. I am shutting it. I am rising. I am standing. I am sitting. I am writing. I am reading. I am speaking. — What ***was*** I doing? What have I been doing? — Change the verbs of the little pōĕms in the 15th, 16th, 19th lessons into the Progressive Form!

[1]Roschā, Proschā (formerly u=u).

II.

Willie was taking a walk. He found a poor young bird, lying on the ground shīvering[1] with cold and all wet, for it had been raining hard all day. Taking it and carrying it home, he said[2], „I will have a fine pet[3], now.“ — „Here, sister Carrie[4], said he, is a young bird almost dying[5] which I found in the road[6]; we will put it in a cage[7] and it will sing for us.“ — „Poor thing, said Carrie, it *is* cold[8]. Let us take it to the fire.“ The children did so. When the bird was dry and warm, it was chirping[9] and singing all day long, but then it was trying to get away. Carrie told her brother it would[10] be cruel[11] to keep the bird. „See“, said she, „it wants[12] to go back to its nest, to its parents perhaps, or to its little ones. We would[10] not like to be taken from home and kept in a cage.“ Willie thought so too. So he took the bird to the window, opened it, saying, „There, go home, little bird,“ and away it flew[13]. The children sang[14]:

[1](von schauern) = to tremble, quiver, shudder, quake (zittern) from cold [2]the Colon is not wanted before the quotation-points [3]darling, person or animal treated with kindness and attention, Liebling (v. petit) [4]Diminutive of Caroline [5]to die sterben, *dyeing* from *to dye* färben [6](route) Straße [7]Käfig [8]I *am* cold? [9](von zirpen) to make a short, sharp sound by birds (zwitschern, fr. *gazouiller*) and crickets (Grillen, zirpen) [10]würde [11](frz.) grausam = disposed to give pain to others, to torment', vex, or afflict [12](brauchen) wollen (wünschen) [13]fly, flew (u), flo*w*n fliegen [14]sing, sang, sung.

I am glad to see you, little bird.
It was your sweet[1] song I heard
What was it I heard you say?
„Give me crums[2] to eat to-day!"

That I will, and plenty[3] too,
Here are crums I kept for you.
Eat your dinner, eat away.
Come and see[4] us every day.

Who was taking a walk? What was Joe doing? What did he find? Where did he find the bird? What kind of a bird was it? Was it an old bird or a young one? Was the bird dry and warm? What does mean: „shivering with cold[5]?" Why was it wet and cold? How and when had it rained? What did Joe do with the bird? Was it right to take it? and why? Why did he take it home? What is a „*pet*"? What was Joe's sister's name? What did he say to her? Where would they put the bird? What will it do there? What did Carolina say? Where would she take it? and why? What did the little bird do when it was dry? What is the meaning of „to *chirp*"? What was the bird trying then? What did Carolina tell to her brother? What is the meaning of „*cruel*"? Are there cruel children? Can you tell me the name of any cruel man? Why is it cruel to take and keep a bird? What did the bird want? Would you like to be taken from home? Did Joseph think like his sister? What did he do with the bird? Having opened the window, what did Joe say? And what did the bird do? — Now relate[6] this story in your own words! — Whom was the child in the poem glad to see? What did it hear? What seemed the birds to say? What is the meaning of the words „*crum*"? „*plenty*"? „*dinner*"[5]? What did the child give to the birds? And what did it say to the birds? Do you also sometimes give anything to the birds? What do you think about Joe? Would all boys act like him? Will *you* do harm to birds, or rob[7] a bird's nest?

[1]süß [2]or crum*b* Krume = the soft part of bread (a small frag'ment or small piece) [3](plein voll) reichlich, sehr viel = enough and to spare, abun'dant, co'pious [4](venir voir) besuchen [5]for the first time it will be suffi'cient when the pupil explains the meaning of English words in German ones; on repetitions, with more advanced pupils, the definition is to be given in English words [6]erzählen [7]rauben (Nester ausnehmen).

III.

(Translate first in the Common, then in the Progressive Form.)

Wohin gehen Sie? Ich gehe[1] nach Hause, zur Schule, in die Kirche, auf die Börse[2], in die Stadt, zur See[3], ins Bett, ins Gefängniß[4]. Waren Sie

[1]*movement*: *to* (into); *repose*: *in* (at) [2]change (contracted from: *exchange*) [3]sea [4]prison (all these nouns are used without the article)

schon zu Hause, in der [at] Schule, in der Kirche, auf der See, auf [on] der Börse, in [in] der Stadt, im Bett, im Gefängniß? Was thun Sie da? Ich studire meine Aufgabe. Was thut Henriette? Sie spielt mit ihrer kleinen Schwester. Was schreiben Eure Brüder? Sie schreiben Briefe an unsre Eltern. Wo wohnt [lebt] der Fremde? Er wohnt in [at] einem Wirthshause[1]. Warum liegen Ihre Bücher auf dem Boden[2]? Ist Ihre (Frau) Mutter zu Hause? Nein, mein Herr, sie geht mit meiner Schwester Anna spazieren, doch[3] da kommt($_2$) sie($_1$). Wer kommt da? Ist($_1$) Dein($_3$) Bruder Karl nicht($_2$) hier? Nein, er steht soeben[4] auf[5] und kleidet (sich an). Wessen Hund schwimmt[6] dort im Wasser? Ist es der meinige, deinige, seinige 2c.? Der arme Mann liegt am Sterben[7]. Ist Ihre (Fräulein) Schwester in Paris? Nein, sie geht nächsten($_2$) Monat dahin($_1$): Was lesen, schreiben, lernen, singen, spielen jene Mädchen? Ich kleide (mich an). Du kleidest (dich) aus. Er versteht uns. Sie braucht diese Münze. Wir knüpfen unsere Halsbinde. Ihr knüpft (löst) den Knoten auf. Sie halten die Hände. Ich erhalte mein Geld. Du wartest auf [for] Jemanden. Mein Bruder trägt[8] einen Ueberrock. Meine Schwester braucht einige Nähnadeln. Wir wachen[9] (über) diese Knaben. Ihr geht zu schnell. Diese Kinder geben sich[10] viele Mühe. Sie übersetzen diese Uebungen. Ich zerreiße diese Papiere. Du schwatzest($_2$) immer($_1$). Leiden Sie große Schmerzen? Warum lachen Sie? Ich lache nicht, ich lächle nur. Lesen Sie($_2$) oft($_1$) in Ihrem Buche? Dieses Mädchen nimmt ihr Buch sehr in Acht[11]; aber dieser Knabe beschmutzt[12] und zerreißt es. Wir gehen[13] (hin) ein und Ihr geht (her)aus. Dieser große Knabe bekommt eine neue Mütze. Viele Hunde bellen, aber beißen nicht. Warum bleibt($_2$)[14] er immer($_1$) im Zimmer? Die englischen Knaben spielen mit einem großen Ball[15], welchen sie mit dem Fuße fortstoßen[16]. Die Sonne geht alle Tage[17] auf[18] und unter[19]. Diese Kinder pflücken Blumen im Garten. Dieser zahme[20] Vogel ißt aus[21] meiner Hand.

[1]inn, public house; Gasthof hotel [2]floor [3]= aber [4]just now (at the end of the sentence) [5]to rise [6]to swim (swiming?) [7]= ist sterbend [8]carry (take) or wear? [9]watch [10]= nehmen v. M. oder: try hard [11]to take good (great) care of [12]to soil [13]to walk or to go [14]to stay [15]ball [16]to kick [17]all day den ganzen Tag; every d. alle Tage [18]to rise [19]to set (seting?) [20]tame [21]out of.

Twenty eighth Lesson. — Achtundzwanzigste Lection.

Future Tense.

I.

M. Lewis, take the chalk! *P.* I ***shall*** take the chalk. *M.* Go to the black-board. *P.* I shall go to the black-board. *M.* Make a strait line. *P.* I shall make a strait (or straight), a curved, an oblique[1], a horizontal, a perpendicular line. I shall take the sponge. I shall wipe these lines out. I shall put the sponge and chalk on the table. I shall return to my place. I shall sit down. — *M.* Mary, take your book! What ***will*** Mary do? She will take her book. Open it! She will open it. She will read a sentence. She will show a word (a syllable, a letter, a comma etc.). She will shut the book. She will put it on its place. — *M.* We ***shall*** rise. What shall we do? *P.* We shall rise. We shall lift up our right hand. We shall put our left hand on our breast. We shall fold our hands. We shall clap our hands: once, twice, three times. We shall cross our arms. We shall put the forefinger and middlefinger of our left hand on our mouth. We shall put the forefinger of our right hand on our nose, on our brow. We shall raise our eyes. We shall cast them down. We shall shut them. We shall open them. We shall sit down. — *M.* I shall rise. What shall I do? *P.* You ***will*** rise. *M.* I shall go to the door. *P.* You will go to the door. You will knock at the door. You will open it. You will shut it. You will take this water-bottle (decanter) and this glass. You will pour out some water into the glass. You will spill some water. You will drink. You will wet your finger. You will dry it. You will return to your place. — *M.* Fred and Willy, rise! What ***will*** they do? *P.* They ***will*** rise. *M.* Give me your books! What will they do? They will give you their books. They will take them back again. They will put them into their drawer. They will look up. They will look down. They will put their right hands on their left shoulders &c.

Future Tense.

The first person Sing. and Plur. has *shall*, all the other persons have *will*.

I ***shall*** write ich werde schreiben. He (she, it) ***will*** write er (sie, es) wird sch. We ***shall*** write wir werden sch. You ***will*** write ihr werdet sch. they ***will*** write sie werden sch.

[1] Y or I.

Negative: I shall not write; *Interrogative:* Shall I write? *Interrogative and Negative:* Shall I not write? (Shall not I write?) etc.

(Conjugate 10 verbs in the Future Tense! Tell the Future Tense of all irregular verbs in the 24th, 25th, and 26th Lessons.)

II.

Good thoughts.

I shall not speak a naughty word,
I shall not tell a lie[1];
I shall not contradict'[2], nor make
My little sister cry.

And if I have a piece of cake[3]
When I with children play
I shall not eat it all myself,
But give a part away.

Willie (Willy) was[4] once sent from home to carry a basket, which was full, and therefore very heavy. His little cousin[5] Harry *was to go* with him to help him. „Oh, said the latter[6], the basket is so heavy; what shall we do?" — „Never mind[7], said the former[8], we shall put a pole[9] under the handle[10] of the basket and we shall be able[11] to carry it easily." So the boys did and each then took hold[12] of an end of the pole to carry the basket. Now Willie thought „My little cousin does not know about[13] this pole. If the basket is in the middle[14] of the pole, it will be as heavy for me as for him. But if I shall slip[15] the basket near him, his side will be heavy and mine will be light. He does not know this as I do[16]. But I shall (will) not do it, I shall (will) not do what is wrong. Then he sli**pp**ed the basket near his own side, his load[17] was now heavy, while that of his little cousin was light. After having done so, he was quite joyful[18], quite happy[19]. Why? If you will do right, you may be sure, that you will always be happy. (If we shall do right, we shall always be happy.)

What will you not speak? What means: *naughty*? What shall we never tell? What means: *a lie*? What is the con'trary[20] of *lies?* What then will you tell always? Will you contradict? Why shall we not contradict? Is it polite or unpolite for a child to contradict? Have you a little sister? Do you like to make a girl cry? What is the difference[21] between „to cry" and „to weep"? Do you often cry? Are those amiable[22] children who

[1]Lüge [2]*(contredire)* widersprechen [3]Kuchen [4]wurde [5]Vetter u. Base [6]Letzterer [7]Laß dich das nicht kümmern [8]Ersterer [9]Stange [10]Griff. Henkel (Stiel) [11]im Stande sein, können [12]ergreifen [13]nichts von, was für Bewandtniß es hat mit [14]Mitte [15]slip gleiten, g. lassen [16]do ersetzt das zu wiederholende Zeitwort (do you go? I do. — Does he know his lesson? He does) [17]Ladung, Last [18]fröhlich, joy Freude [19]glücklich [20]Gegentheil [21]Unterschied [22]*(aimable)* liebenswürdig.

always cry? Of what is cake made[1]? Do you like cake? Do you sometimes get cakes? When? From whom? Will you always eat your cake alone? Will you never give a piece to your brothers or sisters? — For what was Willie sent from home? Who went with him? Was the basket light or heavy? Why? What was the little cousin's name? What did little Harry say? What did the elder[2] brother answer[3]? How did they carry the basket? How could Willie make his brother carry the heaviest load? When will the load be equal[4] for both? But when the load is nearer to Harry? Did Harry know that? Why not? Did Willie do it? Why not? What did he do? How was he when he had done so? How shall we always be when we act right? Who sees every thing we do? (Relate in your own words!)

[1]flour Mehl, su'gar (schugar) Zucker [2]bei Verwandten, sonst older [3]antworten [4]gleich.

III.

NB. Objective Case and Adverbs behind the verbs.

Ich werde immer recht handeln. Du wirst dieses Mädchen nicht schlagen. Er wird mich nicht rufen. Sie wird es nicht wagen. Es wird nicht regnen. Dieser Knabe wird fallen. Jene Dame wird Rosen pflücken. Jenes Kind wird glücklich sein. Wir werden Euch hören. Ihr werdet dieses Buch behalten. Sie werden lachen, wenn sie es hören. Sie machen diese kleinen Mädchen immer[1] weinen. Wir werden etwas Papier nöthig haben. Diese Knaben werden Geld haben. Ich werde meine Lection können [wissen]. Werden wir heute(2) spielen(1)? Ich werde heute früh aufstehen; denn früh zu Bette und früh wieder auf[2], das ist der beste Lebenslauf [in English: macht einen Menschen gesund[3], wohlhabend[4] und weise[5]]. Die Vögel werden singen. Wir werden immer freundlich[6] gegen[7] Jedermann sein. Ihr werdet euer Taschentuch verlieren. Ich werde zur Schule gehen. Die Kinder werden [on] Sonntags zur Kirche gehen. Wir werden Montags einen Spaziergang machen. Ihr werdet (Euch) niedersetzen. Eine Mutter wird ihr Kind immer lieben. Wir werden eine Geographiestunde[8] haben. Ihr werdet hart arbeiten. Er wird Fliegen fangen[9]. Sie wird ihre Bücher suchen[10]. Ich werde Sie nie vergessen. Er wird mich verstehen. Wir werden gut schlafen heute[11] Nacht. Ich werde ein Arzt werden. Du wirst ein Handwerker werden. Sie werden dieß Kind tödten[12]. Er wird die Wahrheit sagen (= erzählen). Sie werden mir eine Antwort geben, Herr.

[1]Adverbs of indefinite time generally before the verb [2]= aufzustehen to rise [3]healthy [4]wealthy [5]wise [6]= gütig [7]= zu to [8]lesson of geog'raphy [9]catch, caught, caught [10]seek, sought, sought [11]zur N. to-n. [12]kill.

Ich werde sie Ihnen geben, Herr Anton. Mein Bruder wird seinen Lehrer um die Erlaubniß bitten[1]. Er wird diesen Nachmittag nach Mannheim reisen[2]. Mein Vater wird dieses Buch lesen und diesen Brief schreiben.

(Change the number! Change into the negative and interrogative!)

[1]= fragen (ask) die Erlaubniß (permission) seines Lehrers [2]= gehen to.

Twenty ninth Lesson. — Neunundzwanzigste Lection.

The other Tenses. Conjugation of the English Verb.

I.

1. The *Pluperfect* (Plusquamperfectum). I, he (she, it, one), we, you, they ***had*** had hatte(n) gehabt; ***had*** been war gewesen; ***had*** loved hatte geliebt; ***had*** run war gelaufen. (I, he, she, it *was* gone; we, you, they *were* gone ich war gegangen.)
2. The *Conditional* requires (like the Future *shall* and *will*): ***should*** for the 1st Person Singular and Plural, and ***would*** for the 2nd and 3d persons: I, we ***should*** learn ich, wir würde(n) lernen; he (she, it, one), you, they ***would*** learn, have, be, go.

I should read, if I had some interesting[1] books. You would make better prog'ress[2], if you were[3] more attent'ive. My cousin would be allowed[4] to go out to-morrow, if he learned his lesson better. My brother would be in better health[5], if he did not eat and drink so much. It would rain, if the wind would not blow[6] so high. Why should I fear[7], since[8] God is near? I should carry this basket, if it were not so heavy. We should like this boy, if he were not so idle[9]. You would write more correctly, if you would spell the words more carefully[10]. Your mother would not chide[11] you, if you would take better care of your clothes. These children would play, if they had a holiday. We should please ourselves[12] better, if we could

[1]interessant, unterhaltend [2]Fortschritt [3]if I, he, we, you, they were wenn ich wäre (the only Subjunctive in English) [4]I am allowed ich habe die Erlaubniß [5]Gesundheit [6]wehen [7]fürchten [8]da (seitdem) [9]= lazy faul [10]sorgfältig [11]chide, chid, chidden schelten [12]I please myself es gefällt mir.

have good books to read in. It is I who should do it. It is you who would come at a quarter before twelve. He would be the last[1] man to do such a thing[2]. You should not do what you like, but what you ought. I know, she would give it me. We should go away directly, if *he* would not stay. He would not come, even[3] if we called him. My sister would go with us, if I should invite[4] her. I should call my brother, if I knew where he was. It would be quite as reasonable to hope[5] for a year without winter as for a life[6] without trouble[7]. I should not give him this book, because he soils all his things. This tree would grow better, if it stood in another place. I should take this letter to the post-office, if I went out. It would be better, you take it there yourself. You would brush[8] your coat and blacken[9] your boots yourself, if you had no servant. (Change the number! Put the sentences into the Negative and Interrogative.)

3. The *2nd Future*: I, we *shall have* had, he (she, it, one), you, they *will have* had (spoken, praised, been) ich werde gehabt haben.
4. The *2nd Conditional*: I, we *should have* had, he she, it, one), you, they *would have* had (been, asked, seen) ich würde gehabt haben.

Change the sentences in Nr. I. to the 2nd Conditional and Pluperfect, f. i. I should have read, if I had had some interesting books.

[1](a) der letzte [2]so etwas (*a* after *such*: such a man, such a one ein solcher, such a book) [3]sogar [4](inviter) einladen [5]hoffen [6]Leben (live?) [7]Beschwerde (Mühe) [8]ausbürsten [9]wichsen.

II.

The whole Conjugation of an English Verb runs then as follows:

I. *Infinitive: to have* haben, *to have had* gehabt haben.

II. *Imperative: have* habe, habt!

III. *Participles: having* habend, *had* gehabt (having had gehabt habend).

IV. Indicative Mood:

1. *Present T.* I *have*, he *has*, we, you, they *have* ich habe.
2. *Perfect.* I *have had*, he has had, we, you, they *have had* ich habe gehabt.
3. *Imperfect.* I, he, we, you, they *had* ich hatte.
4. *Pluperfect.* I, he, we, you, they *had had* ich hatte gehabt.
5. *Future.* I, we *shall have*, he, you, they *will have* ich werde haben.
6. *2nd Future.* I, we *shall have had,* he, you, they *will have had* ich werde gehabt haben.
7. *Conditional.* I, he *should have*, we, you, they *would have* ich würde haben.
8. *2nd Conditional.* I, we *should have had*, he, you, they *would have had* ich würde gehabt haben.

I. *Infinitive:* to be sein, to have been gewesen sein. II. *Imperative*: be sei, seid!
III. *Participles:* being seiend, been gewesen (having been gewesen sein).
IV. Indicative Mood:

1. *Present T.* I am ich bin.
2. *Perfect.* I have been ich bin gewesen.
3. *Imperfect Tense.* I was ich war.
4. *Pluperfect.* I had been ich war gewesen.
5. *Future.* I shall be ich werde sein.
6. *2nd Future.* I shall have been ich werde gewesen sein.
7. *Conditional.* I should be ich würde sein.
8. *2nd Conditional.* I should have been ich würde gewesen sein.

Conjugate all verbs in the following anecdotes. Tell in which Tense, Number, Person they are.

1. Sir[1] Isaak Newton, the cĕl'ebrated[2] English philos'opher[3] and mathematĭ'cian[4] (born on Christmas in 1642, died in 1727)[5] was one morning deeply engaged[6] in the stŭdy of a difficult prob'lem[7], so that he forgot' his breakfast. His housekeeper[8] sent one of the ser'vants into his room with an egg[9] and a sauce-pan[10] of water. The servant was told[11] to boil the egg on the fire, and stay till *her* master should have eaten it. But Newton, wishing to go on[12] with his studies, sent her away and told her he would cook[13] it himself. The servant put the egg by the side of his watch on the table, told him to let it boil three minutes, and then went out. — Some time after the servant went in again to see if her master had eaten the egg. To her great amāzement[14] she found him standing by the fire-side with the egg in his hand, and his watch boiling in the sauce-pan. — Soon[15] afterwards the same gold watch was lost at the following occăsion[16]. Walking once along[17] the Thames(t), Sir Isaac saw in his way a little stone which

[1] = a master or gentleman, in addresses (Anrede) without the name (Where are you going, *Sir*? but: where are you going, *Mr.* Lee?) *and* the title *of* a knight or baronet applied with the first or Christian name; not: Sir Montefiore, but Sir Moses Montefiore or Sir Moses. [2] *(célèbre)* = well known, honored, berühmt [3] philos'ophy (*literally*, the love of wisdom) is the investigation of the causes of things [4] mathemat'ics, is the science of quantity (of measure and number) [5] Nature and all her works lay hid in night, God said, „Let Newton be!" and all was light. [6] beschäftigt, verwickelt [7] Aufgabe = a question proposed for solution (Lösung) [8] Haushälterin [9] Ei [10] Brühpfännchen = a small pan for sauce or a skillet (écuelle, Schüsselchen, Napf) with a long handle in which water or other things are boiled [11] I am told, man sagt mir, es wird mir gesagt [12] fortfahren [13] Koch, kochen [14] Erstaunen [15] bald [16] Veranlassung (Gelegenheit = opportu'nity) [17] längs.

seemed somewhat[1] new to him. He picked it up to exam'ine[2] it. But in this moment, he remembered that he was invited to dinner this day. He took out his watch and finding that the appointed[3] hour was near, he, in his usual abstraction of mind[4], threw the watch into the Thames and put the stone into his pocket.

2. In Greece once lived a philosopher, named Diog'enes (414—324). He believed that a man was the[5] happier the less he required[6]. He therefore lived in the simplest way, clothed in an old cloak, having only a staff[7] to walk with, a cup to drink out of (which he threw away as super'fluous[8], when he once saw a dog drinking with his mouth only), and a barrel instead of a house to live in. Alexander the Great, King of Macedo'nia (born 356, died 323 before Jesus-Christ), having heard a great deal[9] about him, wished to become acquaint'ed[10] with him and so went one day to pay[11] him a vis'it. Diogenes was just laying basking[12] in the sun[13]. The King expected[14] that he would come to meet[15] him, but no, he lay quite still, for a King was in his eyes no more than any other man. — When the King had been conversing[16] with him for some time, he said, „I see you live in a very poor way, and are very badly[17] dressed; I allow you to beg something of me, and if it is in my power[18], it shall be granted[19]." — „I do not want any thing," replied the philosopher, „but if you will do me a favour[20], please[21] to go a little out of the sun." The King, most aston'ished[22] at and pleased with the simplic'ity[23] of the sage[24], exclaimed[25], „If I were not Alexander, I should like to be Diogenes."

[1]etwas [2](*examiner*) prüfen, untersuchen [3]bestimmt, festgesetzt [4]Zerstreutheit [5]the–the je–desto [6]bedürfen, erfordern [7]Stab (*plur.* staves) [8](*superflu*) überflüssig [9]= very much [10]bekannt [11]abstatten [12]sich wärmen = lie in warmth (Wärme) [13]Sonne (masc.) [14]erwarten [15]auch meet *with* entgegengehen, begegnen, zusammentreffen (a meeting) [16]sich unterhalten, ein Gespräch führen [17]why not *bad*? [18](*pouvoir*) Gewalt, Macht [19]bewilligen, gewähren [20](*faveur*) Gunst, Gnade [21]belieben Sie, geruhen Sie, haben Sie die Güte, gefälligst [22](*étonné*) erstaunt [23]Einfachheit [24]der Weise [25]ausrufen.

III.

1. About whom is the first anecdote? Who was Newton? Have you ever heard of him? In which century did he live? In which country? How old was he when he died? What means the word „Sir"? When is it employed? When do you employ the word „Mr."? What means „celebrated"? How was Newton engaged one morning? What is a „problem"? Was the problem easy? What did he forget? Whom did the housekeeper send to him?

Was it a male[1] servant or female[2] servant? What did the servant take into his room? What difference between „in the room" and „into the room"? Who was *in* the room and who went *into* the room? What is a sauce-pan? What was in the sauce-pan? What *was* the servant *to do*[3] in the room? How long *was she* to stay in the room? But what was Newton wishing? Why did the girl not stay in the room? Why did her master send her away? What did he tell her? Where did the servant put the egg? How long *was he* to boil the egg? Who told him so? (By whom was he told so?) What did the girl do when she had told him so? Did she stay away a long time? Why did she enter *the* room again? Was she amazed when she came in? Where did Newton stand? What had he in his hand? What did he boil in the sauce-pan? — Did he keep his watch long? When did he lose it? Where did he take a walk? What is the Thames and where is this river[4]? What did he find? Where? How seemed the stone to be? Why did he pick it up? What did he remem'ber in that moment? To what was he invited? When? What did he wish to know? What did he take? What did he find? What did he do with his watch? And with the stone? What do you call such a[5] disposition of mind[6]?

2. About whom is this second anecdote? Who was Diogenes? Have you ever heard of him? In which country did he live? And in which century? What did he believe? Is a man ***the*** happier ***the*** more he requires? In which country did Diogenes live? What clothes had he? What had he to go with? to drink in? What did he do with his drinking-cup? When? Why? Had he a house? Where did he live in? Who was Alexander? Why is he called „the Great"? Where is Macedonia? When did Alexander die? Was he old when he died? hat Whad he heard about D.? What did he wish? What did he do one day? Where was Diogenes just laying? What means „to bask"? What did the King expect? Why did Diogenes not meet the King? What was the King doing for a while[7]? What did he say to the philosopher? How did D. live? How was he dressed? What did A. allow him? What was the reply of D.? Did he not ask a favour of the King? Which favor did he ask? Was Alexander angry[8] *with* Diogenes' answer? How was he? What did he exclaim?

[1]männlich (Diener) [2]weiblich (*mâle, femelle*) Dienerin, Magd. [3]*I am to* = ich soll, *I was to* = ich sollte [4](*rivière*) Fluß [5]nicht *a such* [6]Geist, Gemüthsart (to have a mind Lust haben, to mind sich bekümmern um) [7]Weile, Zeit (lang) [8]bös, erzürnt.

IV.

NB. Objective case and adverbs behind the Verbs!

1. Ich lese gern[1]. Ich habe einen Brief geschrieben. Ich arbeitete viel gestern. Ich hatte meine Uhr aufgezogen. Ich werde weinen, wenn das Kind stirbt. Ich würde **einen solchen**[2] Mantel tragen. Ich war in London gewesen. Ich werde viel Vergnügen[3] gehabt haben. Ich würde den Berg[5] hinunter gegangen sein[4]. Warte (Warten Sie) auf[6] Deinen [Ihren] Oheim! Ich schwatze eine Stunde lang[7] und Sie hören mich nicht (Progressive F.) Ich machte (P. F.) einen Spaziergang. Lehren[9] ist keine leichte Sache. Ich sage immer[8] die Wahrheit. Ich dachte **an** meine Aufgaben (Common and Progressive Form). Ich habe diesen Knoten geknüpft. Ich hatte diese Uebung übersetzt. Ich werde mich umdrehen. Ich werde es gesehen haben. Ich würde diesen Dintenflecken (Klecks)[10] ausradiren. Ich würde diesen Brief gesiegelt haben. Verkaufen[9] ist schwerer als kaufen. Ich fühle mit meinen Fingern. Ich sandte ihm diese Waare. Ich bin um 10 Uhr mit dem Eisenbahnzug abgereist. Ich hatte den Streit ausgemacht (geschlichtet). Ich werde Hände mit Euch schütteln (Euch die Hände geben). Ich werde den Laden[11] geschlossen haben. Ich würde es Ihnen zeigen. Ich würde geseufzt, geschluchzt, gehustet, gegähnt[12], gelacht haben. Ich schlafe nur 6 Stunden. Ich lächelte, weil ich zufrieden war. Ich habe mein Buch beschmutzt. Ich hatte meine Kleider verkauft. Ich werde immer laut sprechen. Ich würde diese Sylben buchstabirt haben. Ich würde ein Papier darüber[13] breiten. Ich würde aufgestanden sein[4]. Ich nähe ein Hemd für mich. Ich hielt hier inne. Ich habe um 3/4 7 zu Abend gegessen. Ich war[4] über den Rhein[14] geschwommen. Ich werde viele Schmerzen leiden. Ich werde über die Straße[15] gelaufen sein[4]. Ich würde eine Belohnung[16] erhalten. Ich würde hier geblieben sein. Nimm diesen Stuhl weg[17]! Ich wiederhole meine Lection. Ich habe lange geruht. Ich stand diesen Morgen früh auf. Ich hatte diese Linien mit Gummi elasticum ausgerieben.

2. Ich zanke mit meinem Nachbar. Ich habe diese Bilder gemalt. Das Getreide[18] ist gemahlen. Ich ging vorbei, als sie mit einander stritten. Ich hatte es sogleich bemerkt. Ich werde meinen Hut aufsetzen. Ich würde diesen unartigen Knaben bestrafen. Ich werde bewiesen haben, daß ich kein Narr bin.

[1] = liebe (love?) zu lesen [2] *a such*? [3] pleasure [4] = haben [5] hill kleiner Berg (Hügel), moun'tain (hoher) Berg [6] for [7] = für eine St. [8] adv. of time before the verb [9] Present Participle [10] blot of ink [11] Kaufladen store (Amerika), shop (England). A store is, in England, only a large warehouse, where goods are *stored*. In America *store* and *shop* are what „*magasin*" and „*boutique*" are in France. [12] yawn [13] = über es [14] Rhine [15] street [16] reward' [17] remove (u, take away) [18] corn.

Es würde mir hier besser gefallen haben[1](,) als in Paris. Ich bin ihm viel Geld schuldig. Ich warf den Tisch um. Ich habe vielen Lärm gemacht. Ich hatte (mich) nicht darum[2] gekümmert. Ich werde in der Geschichte hier stehen bleiben. Ich würde lachen, wenn ich an [in] Ihrer Stelle wäre. Ich würde meine Lection besser gelernt haben. Ich werde ihm das Geld geliehen haben, bevor seine Tante ankommt. Lassen Sie uns anfangen! Ich wohne (schon)[3] 3 Monate hier. Ich lerne (schon)[3] 2 Monate[4] Englisch. Ich liebte immer meine Eltern. Ich habe um 10 Uhr eine Zwischenmahlzeit gehalten. Ich hatte mein Versprechen[5] gehalten. Ich werde den tollen[6] Hund tödten. Ich werde wissen was ich zu thun habe. Ich würde meinen Fehler[7] nicht verbergen. Ich bin glücklich. Ich ertrug[8] es mit Geduld. Ich schlage das böse Kind. Ich bin ein Soldat geworden. Ich hatte es früh angefangen. Ich werde meinen Finger biegen. Ich würde ihm befehlen (heißen, gebieten) hereinzukommen. Ich werde das Buch gebunden haben. Ich beiße. Ich blutete[9]. Ich habe den Stock zerbrochen. Ich bringe einen Brief. Ich baute ein Haus. Ich verbrenne diese Papiere. Ich habe diese Waaren gekauft. Ich fing eine Fliege. Ich habe das gute Mädchen gescholten. Ich wählte[10] diese Blumen für mich. Ich kam um $^1/_2$8. Ich schnitt mich in den Finger. Ich wagte es zu sagen. Ich habe dieses Kreuz gezeichnet. Ich esse, trinke, schlafe, lerne, sehe, fühle, höre. Ich fand Ihr Buch auf der Straße. Ich habe diese Wörter wieder vergessen. Ich verletzte[11] meinen Fuß. Ich stricke[12] Strümpfe. Ich bin in Frankfurt a./M.[13] gewesen. Ich war zweimal in New-York gewesen. (Change the person! Change the affirmative sentences to Negative and Interrogative ones! Tell the Present, Imperfect, Perfect Tenses, and 1st Participle of all the Verbs!)

[1] = ich würde mir selbst haben gefallen besser [2] Accusative = es [3] = ich habe gewohnt, gelernt [4] Zeit zuletzt (these 2 m.) [5] prom'ise [6] mad [7] fault [8] bear [9] bleed, bled, bled (auch: zur Ader lassen) [10] choose, chose, chosen [11] hurt, hurt, hurt [12] knit, knit, knit (auch reg.) [13] Franc'fort on the Maine.

NB. The whole Conjugation of the English Verb may be given in the *Progressive Form:* 1. I am reading. 2. I have been reading. 3. I was reading. 4. I had been reading. 5. I shall be reading. 6. I shall have been reading. 7. I should be reading. 8. I should have been reading.

Thirtieth Lesson. Dreißigste Lection.

Reflective Verbs. Passive Voice. Second Person Singular.

I.

1. *Reflect'ive Verbs* (Reciproca, Zurückzielende) are such with which Subject and Object are the same person, the *doer* of the action is the same who *suffers* it: *I wash myself, he loves himself, they beat themselves.* These verbs are conjugated with the pronoun *self* in the following way: I-myself, you-yourself'[1], he-himself, she-herself, it-itself, one-one'sself, we-ourselves', you-yourselves'[2], they-themselves'.

2. I dress myself. Help[3] yourself, sir (madam, miss)! He expresses[4] himself very flu'ently[5] in English. She accuses[6] herself. This child praises itself. One must learn to know one's self. We hurt ourselves. You find yourselves in a better state[7]. They warm themselves at the stove. I have done this work myself. You have broken these bottles yourself. My little brother has com*b*ed[8] himself. My cousin has written this letter herself. The child has gone to the pōst-ŏf'fĭce itself[9]. I refreshed[10] myself in the cool[11] air. You have burned (burnt) yourself. You will take it yourselves. She would enjoy'[12] herself in this fine country. I should please myself very well in this little place. You would have amused yourself very much in this society[13]. He shall read the letter himself, you must not read[14] it to him.

(Change person, number, tense! Employ the negative and interrogative, the Progressive Form.)

3. But there are a great deal of Verbs reflective in German which are not so in English, as:

I am afraid of (I fear) ich fürchte mich vor —	I behave ich betrage mich
I am ashamed of ich schäme mich (Gen.)	I complain at ich beklage mich über
I am astonished at ich wundere mich über	I rely (depend) on ich verlasse mich auf
I am glad (happy) of ich freue mich über	I am mistaken in ich irre mich in
	I endea*v*our ich bemühe mich (Inf.)
	I grieve for ich gräme (es schmerzt) mich über

[1]speaking to a single person [2]speaking to several persons [3](helfen) sich bedienen (bei Tische) [4](*exprimer*) ausdrücken [5]fließend [6](*accuser*) anklagen [7](*état*) Zustand [8]Kamm, kämmen [9]you may also say: *himself* (if the child is a boy) or *herself* (if it is a girl) [10]erfrischen [11]kühl [12]sich belustigen, Vergnügen haben [13](*société*) Gesellschaft [14]read to vorlesen.

I improve (mend) ich bessere mich
I long to ich sehne mich nach
I resolve upon ich entschließe mich zu
I recollect (Obj. *him*) ich erinnere mich (Gen.)
I remember (Obj.) " " "
I sit down on ich setze mich auf.

II.

1. When I say: *Lewis strikes John*, the verb expresses an action of which the Subject *Lewis* is the doer. But when I say: *John is struck by Lewis*, the verb does not express an action *done*, but an action *suffered* or *received* **by** the Subject *John*. When the verb denotes an action *done* by the Subject, that is called the *Active Voice* (Thätigkeitsform), and when the verb denotes an action *suffered* by the Subject, it is called the *Passive Voice* (Leidensform). The passive voice is formed by the Tenses of the auxiliary verb *to be* joined to the Past Participle, and the German preposition **von** (French: *par* and *de*) is in the passive voice always: *by;* thus:

1. I am loved **by** my pupils.
2. I have been loved **by** my parents.
3. I was loved **by** my cousin.
4. I had been loved **by** my relations.
5. I shall be loved **by** my neigbours.
6. I shall have been loved **by** those men.
7. I should be loved **by** those women.
8. I should have been loved **by** my master.

2. I am praised by my master. You have been loved by my parents. He was invited by the general. She had been rewarded by the king. We shall be informed[1] in time. You will have been paid. These books would be bound, if the bookbinder were at home. These books would have been published[2] sooner, if the author would not have been sick. The corn is ground by the miller. My gloves have been washed by the washer-woman. He was known by every body. She was sent for by her mother. The child was thanked for its[3] kindness. The doctor has been sent for. He was answered, that he might stay here. Louisa, you are wanted by your mamma. You are taught useful things at school. I am told that his father has died. He is said to have been murdered[4].

(Change person, number, tense! Employ the negative and interrogative Form.)

[1]unterrichten, benachrichtigen [2](*publier*) veröffentlichen, herausgeben (publisher Verleger) [3]*his* of a male child; *her* of a female child [4]ermorden.

III.

1. We have omitted[1] till here, the 2nd person singular „Du", **thou**, because it has entirely disappear'ed[2] from the English conversation[3], even parents say *you* to their children, and „*thou, thee*", plural „*ye*" are only used in the style[4] of the Bible[5] and with Quakers[6]. Besides, it is very easy for German pupils, as (with four exceptions only: *thou wilt, thou shalt, thou art*) it is quite the same as in German, always ending in *st:* thou lovest, thou hast, thou must, thou hadst, thou lovedst, thou wouldst; after a hissing consonant (Zischlaut) *est* is used: thou teachest, thou washest etc.

2. The serpent said unto[7] the woman „yea[8], hath God said, ye shall not eat of every tree in the garden?" — And the Lord God called unto Adam, and said unto him: „Where art thou?" And Adam said: „I heard thy voice and I was afraid, because I am naked[9]." And God said: „Who told thee that thou wast naked? hast thou eaten of the tree, whereof I commanded[10] thee that thou shouldst not eat?" — The *Lord's Prayer*[11]: Our Father which[12] art in heaven. Hallowed[13] be thy name. Thy king'dom[14] come. Thy will[15] be done in earth, as it is in heaven. Give us this day our daily[16] bread. And forgive[17] us our debts, as we forgive our debtors[18]. And lead[19] us not into temptātion[20], but deliv'er[21] us from ēvil[22]: For thine is the kingdom, and the power, and the glory[23], for ever. Amĕn.

[1]auslassen [2]appear erscheinen, dis- verschwinden [3]Unterhaltung [4]Stil [5]Bibel [6]a religious sect, called also *Friends* [7]= to [8]= indeed, ja, denn, wirklich [9]nackt [10]= order befehlen [11]lord Herr, prayer Gebet = Vaterunser [12]= who [13]heiligen [14]Reich (Königreich) [15]Wille [16]täglich [17]forgive, forgave, forgiven vergeben, verzeihen [18](*dette*) Schuld (*débiteur*) Schuldner [19]leiten, führen [20]Versuchung [21](*délivrer*) befreien, abliefern [22]Uebel [23](*gloire*) Ruhm, Herrlichkeit.

The Ten Commandments[1], *Ex'odus*[2], *Chapter*[3] *20 (the twentieth).*

1. Thou shalt have no more gods but me.
2. Before no īdol[4] bow[5] thy knee.
3. Take not the name of God in vain.
4. Nor dare the Sabbath-day profane[6].
5. Give both thy parents honor due[7].
6. Take heed[8] that thou no murder do[9].

[1]Gebote [2]II. B. M. [3]Kapitel [4]Götzenbild [5]= bend beugen [6](*profaner*) entweihen [7](*dû*) gebührend (auch fällig oder verfallen: a debt, a bill Rechnung, Wechsel is due) [8]hüten [9]the Subjunctive Mood.

7. Abstain[1] from words and deeds[2] unclean.
8. Nor steal[3], though thou art poor and mean[4].
9. Nor make a wilful[5] lie, nor love it.
10. What is thy neighbor's, dare not cov'et[6].

[1](*s'abstenir*) sich enthalten [2]That [3]stehlen [4]gering, niedrig (so arm du auch seiest) [5]absichtlich, vorsätzlich (auch halsstarrig, eigensinnig) [6]gelüsten; to co'vet *after* = to have an inordinate desire.

IV.

Ich lobe ihn. Ich werde von ihm gelobt. Ich dankte. Mir wurde gedankt[1]. Ich habe gerufen. Ich bin gerufen worden. Ich hatte ihn besucht. Ich war von ihm besucht worden. Ich werde danach[2] senden (es holen lassen). Man wird nach mir senden[3] (mich rufen lassen). Ich würde bezahlen. Ich würde bezahlt werden. Ich würde (mit) ihm zusammengetroffen sein[4]. Ich würde von ihm angetroffen worden sein. Ich begleite ihn. Ich werde von ihm begleitet. Ich rieth[5] ihm abzureisen. Mir wurde gerathen[1] abzureisen. Ich habe mich [selbst] gut unterhalten. Ich bin gut unterhalten worden. Ich hatte ihn erzogen[6]. Ich war von ihm erzogen worden. Ich werde darüber[7] lachen. Ich werde ausgelacht[8] werden. Ich würde benachrichtigt haben. Ich würde benachrichtigt worden sein. — Ich wasche mich [selbst]. Ich kleidete mich [selbst] an. Ich habe mich angeklagt. Ich hatte es selbst geschrieben. Ich werde selbst zur Post gehen. Ich würde es selbst thun. Ich werde es selbst gelesen haben. Ich würde es selbst gelitten haben. — Ich fürchte mich. Ich schämte mich. Ich habe mich gewundert. Ich hatte mich gefreut. Ich werde mich gut betragen. Ich würde mich darauf verlassen. Ich würde mich geirrt haben. Ich würde mich bemüht haben(,) es besser zu lernen. Ich erinnere mich wohl daran[9]. Ich sehnte mich (danach,) ihn wieder zu sehen. (Change Persons, Tenses, Forms.)

[1]= ich wurde gedankt, thus: I was told man erzählte mir (es wurde mir erzählt); I was advised man rieth mir, es wurde mir gerathen; I was ordered befohlen; I was bid (bidden) geheißen, befohlen; I was sworn ich wurde beeidigt [2]= für es [3]= ich werde geschickt werden für [4]haben [5]advise' [6]breed, bred, bred [7]at it [8]laughed at [9]= es.

NB. Before the teacher begins with the following *Reading Exercises*, he will do well to render his pupils acquainted with the *names* of the things in all or several pictures of the 2nd part.



Appendix. Reading Exercises.

I. Familiar Letters.

1.

Nuremberg, January the 1st 1872.

My dear friend,

I have learned English these[1] six months and, this language being[2] much easier[3] than[4] the French, my progresses[5] are already great enough, as our profess'or says, to enable me to write a little English letter. As you have begun the English much earlier[3] than[4] I and like this interesting language as much as I do, I make you the propōsal to begin a correspon'dence in English; I shall write you every fortnight a little letter and you will be pleased to answer it directly: I am sure this is very good exercise that will forward us in our studies. Do you think it difficult to write a letter? Only I beg you to correct all mistakes or faults which I should make. As you have ever been kind to me, I hope you will agree with my wishes and awaiting[2] your answer I am Yours truly Andrew.

[1]Ich lerne schon [2]the Present Participle is used instead of the German expressions: als, da, indem [3]y? [4]as? [5]prog'ress n., to progress' v. (Shakespeare accents the first syllable of this verb, but now-a-days the accent is on the second).

2. Answer.

Munich, February the 2nd 1872.

My dearest friend,

I am very well pleased with you letter of the 1st ultimo[1], which gave me an agreeable surprise, for I did not think that you were advanced so far in English as to write a letter without help. Undoubtedly you have made very good use of your time and must have been very diligent in your studying the English language. If you go on in this way, I am sure you will master it ēre long. With respect'[2] to the contents of your letter, I accept your propōsal with much pleasure and, for my part, shall be a true correspondent keeping[3] my time conscien'tiously. I do not think it quite easy to write a good letter, but we ought to try, for nothing is more requĭsite[4] and useful than to write a good letter. In fact it is not too diffi-

[1]In'stant der laufende, ul'timo der vergangene Monat [2]in Beziehung, Rücksicht, was — betrifft [3]Part. instead of the German und, welcher [4](v. to require erfordern) nöthig.

cult. In writing[1] to me you must only consider what you would say if you were with me and then write in plain terms, just as if you were conversing. Most persons who write ill[2], do so because they aim[3] at a high style, at partic'ular terms, instead of writing easily and naturally. — As for[4] faults or mistakes I did perceive none in your lines, but shall take the liberty to call your attention to any I should find in future.

Believe me[4] for ever Your most affec'tionate friend Willy.

[1]The Part. present is used after almost all prepositions: *before* going, *after* his coming back, *by* speaking, *of* walking etc. [2]bad? [3]zielen, streben [4]in Beziehung, Rücksicht, was — betrifft. There are a great many verbs intransitive in German that are transitive in English (and, hence, may be imployed in the passive voice): He believes me: I am believed; he obeyed his master: the master was obeyed; thus: I was told advised, pleased, displeased, reproached, met, allowed, assisted, contradicted, dissuaded, flattered, followed, preceded, threatened, trusted.

3.

Francfort o/M., March the 3d 1872.

Dear friend,

To-day I have the pleasure to inform you that my parents have put me in Mr. C's boarding-school, and I can assure you that I am much pleased with my situation. It is true[1], I was at first very sorry to leave the pat'ernal roof and live among strangers. But I was soon aware that this is for my own best, as I have here such good an opportunity of making progress in my learning. And then the Doctor and his lady are extremely kind to me, they do every thing in their power to make my staying with them, as useful and at the same time as agreeable as possible; in fact, I am treated as a member of the fam'ily. I assure you, I do all in my power to mer'it their con'fidence and love. Annexed to this letter you will find a copy of our plan of lessons and the manner in which we generally pass our days. I should be very thankful to you if you would be kind enough as to tell me what you think of these arrangements. — Give my best compliments to your sister and believe me to be Yours very respectfully Betsy.

[1]Zwar.

4.

Ratisbon, April the 4th 1872.

Dear Madam,

My friend J. L. is going to Munich to-morrow in the railway and I send this by him to you, in order to acquaint you with my good health and

contin'uing wel'fare. I have absolved the first class and after the vacations I shall enter the second class. You may think how glad I am of it! What pleases me most is, that I now am allowed studying His'tory which I am so fond of. A great deal of my leisure[1] hours in the past semes'ter were devoted to reading histor'ical works and I think it not very difficult to gain our teachers' satisfaction in regard (respect) to[2] this branch of learning. Pray, Madam, send me some books particularly on History. If you think proper to begin with the history of our own country, please to send me a work treating of the History of Germany which I am yet pretty[3] ig'norant of. Present[4] my respects to Mrs. S. and be assured that I am Your obedient humble servant Ralph (Rudolph).

[1]lihschör or leschör (*loisir*) Muße [2]= regarding or respecting this etc. [3]ziemlich, tüchtig [4]present' or pres'ent?

5.

Vienna, May the 5th 1869.

Dear Charlotte,

Two months ago[1] I lent you „Macaulay's Essays[2]", which you prom'ised to give back in a fort'night[3]. Twice[4] already I asked you for it, but now, my dear friend, I *must* have it and send the mess'enger to fetch it. I hope you will not longer keep this work which belongs to my father's library and it is he who wants it. By sending it back you will much oblige Your true (sincēre) friend Olivia.

[1]von a gone (gegangen) = *since* vor, behind the noun [2]*es'say* Versuch; in literature: eine Abhandlung über einen besondern Gegenstand a composition intended to prove or illustrate a particular subject [3]contracted from *fourteen nights* [4]once, twice, thrice or three times, four t., five t., six t. etc.

6.

Naples, June the 6th 1869.

My dear friend,

Papa has kindly invited me to accom'pany him on a little trip he is about making to the island of Ischia[1] in our gulf[2] and at the same time allow'ed me to take one of my friends with me. I at once[3] thought *of* you, dear Emmy, and my pleasure will be doubly great, if I could share[4] it with you. Have you *a* mind[5] to come with us? You will be highly wel'come to

[1]*ital.* „Is-kia" [2]plural? [3]sogleich [4]v. theilen, n. Theil, Actie (warum?) [5]n. Geist, v. sich kümmern (mind your own affairs), to have a m. Lust haben.

Papa and me. Your mamma, I am sure, will have no objection[1], as we shall be under the con'stant care of Papa who will take us back again in the evening. In the case of your accepting my invitation, we shall call on you to-morrow morning at six. Our own carriage will take us to the railway that conducts[2] to the shore of the sea, where a swift boat will take us to the island. I deem not necessary to speak to you about this charming place, the beautiful view one[3] enjoys, and the deli'cious oysters, fishes, fruits we shall find there. So I hope to embrace you soon and am Your loving friend Nanny (Anna).

[1]Einwendung, nichts dagegen [2]con'duct? [3]*one, people, we, they* enjoy, *is* enjoyed, man genießt.

7.

Ven'ice, July the 6th 1869.

Dear cousin,

Feeling rather unwell[1] since the day before yesterday, I was not at school yesterday. Mamma sent for the physician; he speaks from my having caught a cold, ordered some med'icine and so, although my indisposition is a very slight *one*, I am confined to bed for *one* day *or two*[2]. I therefore request[3] you, dear cousin, to excuse me with our prin'cipal[4] and to note for me the tasks he gave yesterday and will give to-day; I shall try to do[5] them at home[6]. I think you will come this afternoon to see me and as you pass by the stationer's, I beg you to buy there for me a quire of fine letter-paper and two dozen[7] envel'ops[8]. I shall thankfully pay you back your expen'ses. If you are prevented from coming, please to order[9] that these things were sent to me. I am sorry to give you so much trouble, but shall try to make up[10] for it. Accept' my thanks in advance' and believe me to be Truly yours Bridget (Brigitte).

[1]Ich bin unwohl I feel u. [2]ein paar [3]= to ask, solic'it, desire, entreat, beseech [4]= a chief or head; in America the word is generally applied to the chief instruct'or of a school [5]thus: to *do* one's hair, to *do* business [6]home? [7]no s? [8]this word is sometimes spelled and pronounced like in French *envelope'* [9]schicken **lassen**; He *allowed* him to go out; he *caused* the town to be burnt down; he *got* (or *had*) a coat made (but: he had made a c.?); he *made* him do his tasks; he *had* the boy punished; he *bid* the child come in; he *desired* me to fetch a glass of beer; he *ordered* or *commanded* the prisoner to be brought before him = er ließ [10]= to make good, to compen'sate (sometimes accentuated *com'pensate*).

8.

Prague, August the 7th 1872.

My dear Sir,

Having heard (or learned) that you and your am'ïable lady intend' to vis'it our country next month, I request that you will be kind enough as to make my house your res'ïdence. I have two nice apartments entirely at your ser'vïce, we use no cĕr'emony, and have very few vis'itors. If you are fond of fishing or hunting, you will find good spŏrt, as we have a well-stocked pond in the neighbourhood, and our fields and forests harbour[1] many a[2] hare, many a partridge and other game. We have also a neat little thĕatre and pretty good actors, who will make you pass an hour or two agreeably enough. — Such are the amusements we can off'er you, we all shall feel happy in contrib'uting to render your abode here agreeable; so, if you have no prïor (prĕvious) engagement, I shall expect you and beg to give me a line to inform' me when[3] I may do so. Present my respects to Mrs. S. (to your lady) and believe me Yours most sincerely Cĕcil.

[1]beherbergen [2]many a mancher [3]if?

9.

Leghorn (Livorno), Sept. the 10th 1872.

My dear John,

Twice in the course of the last week I called at your lodgings at 7 o'clock in the morning, and was told you had not yet got out of the bed. What, in the name of health! can indūce[1] a young fellow of fourteen to lie in bed till that hour, especially at this beautiful season of the year? You will, perhaps, say you have nothing to do, but I will not admit' that as an excuse, for every man who does not aban'don himself to slŏth[2], can find something to do. Have you, when your tasks are *done,* no books to improve[3] your mind? Are there no walks in our charming en'vïrons[4] to offer you wholesome exercise? Are you not aware how condūcive[5] early rising is to health, and how dăngerous, both[6] to mind and body, is a habit of lying late in bed? Do you not know our old English proverb: „Early to bed and &c.“?

Pluck up courage, poor fellow, rise a few minutes earlier every morning, believe me you will soon become accust'omed to early rïsing, and

[1]= to lead, to in'fluence, to prevail on [2]formerly also *sloth* (with a short o) slowness, laziness, idleness, *and:* Faulthier [3]u [4]spelled also: envi'rons (et) [5]= tha may contrib'ute, promote, förderlich [6]sowohl — als auch.

wonder that you could have wasted so much of your life. You must not plead[1] going[2] to bed late; that is no excuse', or, as it were[3], is worse than none: because nothing requires your sitting up late. I shall call again to-morrow at seven o'clock and pull[4] you out of bed, if I should find you in at this hour. For shame, my friend! Be up when I come and I promise you a pleasant walk into the meadows and woods. I am Your loving friend Ned.

[1]fr. *plaider* = to argue, to reason, to present an answer, to urge reasons, to offer in excuse, to defend [2]Part. Pres. after a great deal of verbs: to avoid, to forbear *speaking*, to come *running* &c. [3]gleichsam, eigentlich [4]u.

10.

Marseilles, December 31st 1872.

My dearest parents,

It is a most agreeable duty for me to congrat'ulate you at the beginning of the year, and to offer you my best wishes. God the Almighty may pour His best blessings on you and give you a long succession of pleasant, happy days! — To you, my dearest, I owe all I have, all I am; to you I am indebted for an excellent education, the best gift in life's checkered[1] career[2], an education that once will enable me to become a respect'able and useful member of society. Never, never shall I be able to show you all the gratitude that I feel and that you deserve'! But, dearest parents, I shall do every thing in my power to afford' you pleasure and will endeavour to pay attention to my learning in order to prove myself worthy of your paren'tal love and the kindness and indul'gence you have always shown to me. Pray remember me kindly to my sister Ann.

I am your dutiful and affectionate son Abe (Abraham).

[1](Formed into little squares, like a chess-board, hence:) variegated bunt, wechselvoll [2](*carrière*) Laufbahn, Bahn.

11.

Aix-la-Chapelle (Aachen), Dec. 26th 1872.

My dear Mary,

Christmas is now past! For months before I could think of nothing else; my last thoughts at night, and first on awaking in the morning were on the brilliant trees and beautiful presents we expected. My sisters were equally as impatient as myself, and when the happy day arrived, we could set no bounds to our joy and curios'ity as to what was in store for us. We

endeavoured several times to ascertain' by peeping through the key-hole to see what was there, or when any one went into the room, followed, in order, if possible, to thrust in our heads; but in vain, the door was no sooner opened than it was immediately carefully closed and locked again. Towards the afternoon we grew so troublesome, that Mamma actually sent us, till all was arranged, to a friend in the neighbourhood, who kindly did all she could to make the time appear' as short as poss'ible. At last the summ'ons came, and we rushed one and all into the street, scarcely wishing our kind friend good night, and flew rather than ran into the house like so many mad children. Grandmamma, aunts, and several other persons had already arrived. In a few minutes the well-known bell was heard, the door opened, and we hurried into the brilliant saloon, where stood three immense' trees reaching from the floor to the ceiling, beautifully lighted up with tapers of different colours, and filled with gilt and silvered apples, walnuts, sweet-meats[1], and bon'bons[2] of every kind; while the wax-candles, burning in different parts of the room and reflected by the mirror, made it almost dazzling to look at. We were not long in finding our different tables, which were prettily laid out. On mine I found a work-box handsomely fitted up, a writing-desk, two very pretty dresses, a new bonnet, a silver napkin ring, books, and many other little things. We were all so much engaged in looking at, and admiring our different presents, that we could scarcely be persuaded it was so late, when the servant came and called us to bed. However after many entreaties, we were allowed to sit up a little longer, and at last went very unwillingly. The next morning we rose long before the usual time to have a second examination of what had afforded us so much pleasure the night before. Now, dear Mary, write soon, and tell me how you passed your Christmas. I await your letter with much curiosity. Your attached Harriet.

[1]fruit preserved with sugar [2]any sugar confectionery *and* sugar plums.

12.

Here are some subjects to a few simple letters more.

1. You have lost your penknife. Give a description of it. Ask if your friend has not seen it. Ask him to make enquiries among your school-fellows.
2. You are hindered from taking a private lesson. Give notice to your teacher and propose' another hour.

3. You are unwell'. Beg your friend to lend you a book. Tell him to come to see you.
4. You gave a book to the bookbinder last week. Ask your friend to fetch it and pay for it. At the same time beg him to buy and send you books or some stationery.
5. You have got some fine Christmas-boxes. You invite your friend to come and see them.
6. You invited your friend to the fair. He was prevented from coming. Give him a description of some shows.
7. Your father will buy a fur-cap for you. Ask your friend what does cost his, where it was bought.
8. The birth-day of your mother approaches; you will work or buy something for her. You ask the assis'tance of your friend.
9. Your little sister is sick. Write to the Doctor. As you know that the Doctor cannot come in'stantly, you give him a short description of her illness.
10. You send a little gift to a friend.
11. You ask your father for some pocket-money.
12. Invite your friend to make a little trip with you.

Give the Answers to all these Letters.

13. Give an account of the daily routine'[1] of exercises in your school.
14. State to a friend when the next hol'iday[2] occurs, how it is anticipated by the scholars, how they and how you will spend it, state your feeling with regard to your antic'ipated return home.
15. Describe the school-house to a friend.
16. Give to your teacher an account of the manner in which you spent your last vacation.
17. Describe a con'cert, a musē'um, a thēatre (auch: *theater*), remar'kable buildings you have seen, the town in which you live.
18. Write to a relation in America about domes'tic matters.
19. Write an answer to this letter, in which your relation gives some account' of things in America.
20. Invite a friend to spend the holidays at your father's house. Answer in a note, regretting that prior engagement will compel' you to decline the invitation.

[1]ou = u [2]*ho'ly-day* is more especially a *religious* festival.



II. Easy Conversations.

1.

Come here, my child.
Here I am, sir (madam, miss).

What is your name?
My name is Mary.

A pretty name, indeed.
It is my mother's name.

Tell me, my dear child, what is your age? (or how old are you?)
I am seven years old.

How long since[1]?
A fortnight ago.

You are very tall for your age.
Not so tall as my sister.

How old is your sister?
She is ten years old.

Do you love her *much*?
I love her with all my heart.

You *are* right.
Oh, she is so good to me!

What do you know already?
Nothing at all.

How! you do not know how to read?
No, madam, I do not.

You do not know how to write?
No, miss, I do not.

You have lost much time already.
It is what papa says.

And he sends you to school now?
Yes, sir, to study there.

At what time do the classes begin?
They begin at a quarter past eight.

Do they finish before five in the afternoon?
They are out at a half past four.

Will you obey your teacher?
Yes, madam, I promise you.

[1]Seit wann?

2.

Give me a pen, if you please.

What have you done with yours?
I have lost it.

I see that you are always careless.
Will you *be kind enough as*[2] to give me also a sheet of letter-paper?

What for?
To write a letter to my father.

Do you wish ruled paper?
No, sir, it is useless, I have a ruler and a pencil.

Are you in need of[1] anything else?
Yes, sir, of a grammar and dic'tionary.

What do you write on the black-board?
I am going to write the translation.

What translation?
The translation from the English into the French.

[1]Brauchen Sie? [2]so gütig sein, die Güte haben.

Is that board used only for translations?
We use it also for dictation.

What do you write on this board with?
We write on it with chalk.

Have you often words to erase?
Pretty often.

Do you erase them with your fingers?
Fie! that would not be cléan at all.

How then do you manage[1]?
We have a sponge.

I understand, you use that sponge...
To erase the exercises when they are corrected.

So you do not soil your fingers?
Not much, sir.

Enough, however, to make it nec'essary to wash one's hands afterwards.
That is true, sir. We wash our hands before leaving the school-room.

Do you rise early, my dear child?
At a quarter to six, miss.

Winter as well as summer?
In winter half an hour later.

How long are you in dressing?
Three quarters of an hour.

Do you dress all alone?
Yes, only me mother curls my hair.

Do you hear the bell?
Yes, it is the breakfast-bell; I did not think that is was so late.

[1] Verfahren (auch: verwalten).

3.

Are you not hungry?
I ask your pardon, miss, I have a great appetite.

Do you know what we have this morning?
Soft-boiled eggs, an om'elet, potatoes, mutton-chops[1] perhaps, beefsteak, and cold chicken.

Ah! here are some buck-wheat[2]-cakes!
Do you eat them with sugar or molasses[3]?

With sugar and butter.
That is not bad.

Do you wish a cup of tea?
Willingly; a little more milk, if you please.

Do you not like choc'olate?
Yes, I prefer it to tea and coffee.

Come, my child, tell me, is your school-room large?
Very large, it can contain 60 pupils at least.

That is a great many. Is it well lighted?
Very well, by 6 or 7 windows.

[1] Cótelette [2] Buchweizen, Haidekorn [3] (fr. *mélasse*) Zuckersyrup.

On what do you sit?	We sit on straw chairs and have a desk before us,
Are your desks fastened with a key?	No, sir, they are always open.
Why do you not shut them with a padlock[1]?	Because it is entirely useless, we have nothing to hide therein.
At what o'clock is recreation?	At a quarter past ten.
How long does it last?	A quarter of an hour.
How do you employ it? How do you amuse yourselves?	In running, jumping, and playing.
What are your favorite games?	We roll hoops, jump the rope, play at marbles, at racket[2], hot-cockles[3], blindman's buff[4] &c.
Are you *in the habit*[5] of taking lunch?	Certainly. We have bread and butter or raw apples and pears.
Are you a boarder?	Yes, sir; and we are 30 boarders at school.

How do you pass the day? — The boarder's get up at 6 o'clock or a quarter past; we are allowed three quarters of an hour for dressing, we repeat our prayers, study till eight, breakfast, and then go in class, where we study till twelve o'clock with an interruption at $10^1/_4$; we dine at noon, have recreation till two, and class again till 4; we take a walk till $5^1/_2$, sup at $7^3/_4$, work till $9^1/_4$ or half past and then go to bed.

[1]Hängschloß [2]Federball [3]main-chaude, Handtatschen [4]Blindekuh [5]gewohnt.

4.

You appear indisposed this evening.	Yes, I feel a little unwell.
Perhaps you have walked too much to-day?	I fear, indeed; I have over-exerted[1] myself.
You *had better* go to bed early.	It is exactly what I intend to do.
Have you a head-ache?	Yes, sir, and also a sore[2] throat.
If you believe me, you will take a foot-bath.	Will that do me good?
That will do you good, be sure of it.	If it does no good, it can do no harm, that's true.
I am going to tell the servant to carry you one.	Let it be so, thank you.

[1]overfatigued = zu sehr ermüdet, angestrengt [2]weh.

How do you feel this morning? — Pretty well, I thank you.

Have you passed a good night? — I have slept without waking since 7 o'clock.

Have you received any New-Year's gifts? — Oh, magnif'icent ones.

What has your father given you? — A beautiful illŭstrāted[1] book, and my mother gave me all sŏrts of toys (or playthings).

What did your sister receive? — Dresses, jewels, books — a thousand things.

What book are you reading at this moment? — An English book which amuses and interests' me very much.

Is it a nov'el[2], or *an* histor'ical work? — No, it is entītled: *Cook's Travels.*

Will you read me a few pages? — Willingly, under the condition that you will tell me afterwards what you think of my reading.

I promise it to you. — (*After reading.*) Well, do you not think that I read English very badly?

On the contrary, your pronunciation is pretty good. — Do I read fast enough? Do I not make many mistakes?

Two or three only. — Point[3] them out to me, I pray you.

You sound the *e* of *ed* in the Imperfect: loved, looked, received, and you pronounce the *u* short too much like ŏ. — You are right. I perceive it myself, it is an error that I will not commit any more.

[1] = illu'minated = adorned with pictures &c. (Bilderbuch) [2] Roman (Novelle) [3] bezeichnen.

5.

Well, Henry, will you be one of our pic-nic[1]? — With much pleasure, thank you for your kind invitation.

What will your parents bring, Charlotte? — We have cakes and chocolate. And you?

A cold meat pie: Sophia will supply us with the lĕmonade'[2] and her cousin with sar'dīnes[3]. — Our servant will set the table and wait upon[4] us.

[1] The hyphen is in this word, as in a great many others, often omitted. Picnic is an entertainment at which each person contributes some article for the general table. [2] lem'on juice (dschjuhs) [3] Sardelle [4] aufwarten, bedienen.

But I must go; will you tell me what o'clock it is?

I am afraid to mislead[1] you, my watch does not keep good time[2].

Nor mine *either*, it is always too fast.

And I am prob'ably too slow.

Yet I should like to know the time precisely.

Wait a moment, I will go and look at the parlor clock.

Well, what time is it *by* the clock?

The clock has stopped.

Hush! Listen! There, the church clock is striking.

It is five. I must leave you. Good bye! —

Can you give me English lessons, miss?

How many do you wish a week?

I would like at least three every week.

Do you wish them in the morning or afternoon?

That is indiff'erent to me.

So much the better, for my time is all taken up in the morning.

On what days can you come?

On the days that will be most agreeable to you.

I should prefer Tuesdays, Thursdays, and Satur'days.

I am unoc'cupied on those days from 3 to 4.

It is an hour that suits[3] me per'-fectly.

When will you commence' your lessons?

No later than Tuesday next.

I will be at your house at 3 o'clock precisely.

What will you give me to learn?

We shall, in the first place, name all objects around us.

That does not seem to me so tedious as to begin with the grammar.

Grammar also is indispens'able; we only do not begin with it.

I leave it to you.

Have you a good mem'ory?

So, so. I learn something by heart every day.

That is a prof'itable and ex'cellent ex'ercise.

My French professor pretends that „memory is the treasury of the mind."

Your teacher knows his Cicero, for this ax'iom[4] is borrowed from the great Lat'in writer.

He often gives me lessons to recite by heart.

Do you learn verses more easily than prose?

[1]Irre leiten [2]richtig gehen [3]passen [4]Grundsatz.

Oh yes, the rhythm[1] of the verses and the har'mony of rimes come to the help of memory.

That is very true and that is the reason why verses are more frequently quōted[2] than prose.

¹Versmaß, Takt ²anführen, rezitiren.

6.

Where does your brother go to school?

He goes to the Grammar school[1] in N.

In what class is he?

He is in the highest class.

My brother is at the Commer'cial school.

My sister has prīvate lessons at home.

Do you speak English?

I speak it a little.

How long *have you learned*[2] it?

I *have learned it these* six months.

You speak already pretty fluently[3].

I have little opportunity of speaking English.

You pronounce *most* words quite correctly.

My master is a nātīve of England (has been in England for a long time).

Do not be afraid' of making blunders[4] in speaking.

I speak sufficiently to make me understood.

Oh, you have made great prog'ress[5] in such a short time.

I read „Tales of a Grandfather by Walter Scott".

That is a highly interesting book and not too difficult.

Here is a passage too difficult to translate for me.

Translate word for word, verbally, and then give a free translation.

Here is a rule I do not understand, will you be kind enough to explain it to me?

With all my heart. — Have you got a good testimōnial this week?

Here it is.

Please, sit down, sir (take a seat, pray be seated, permit me to hand you a chair).

Do not trouble yourself, I am in a hurry. I came only for a morning call[6].

You are always welcome. Where are you going?

I intend taking a walk to Rēgent Park.

I am sorry I have no time to go with you.

I invite you to take supper with me to-night.

¹Lateinschule ²lernen Sie schon ³fließend ⁴Schnitzer, Versehen ⁵(Verb: to progress') has no plural ⁶= a short visit.

I accept' with much pleasure your kind invitation and shall be happy to spend a com'fortable evening with you.

Let us act as friends and without cer'emony; a homely[1] supper, a pleasant fireside[2], and a sincere friend will be waiting for you.

What do you say to a game of chess?

Why[3], I shall play a game with you with the greatest pleasure. But now I must *be gone.*

Can you stay no longer?

It is not in my power; I have an appointment[4] in Regent park.

That was a very short visit. Good bye!

[1]Einfach [2]warmes Plätzchen am Kamin [3]ei nun! [4]ein Rendezvous.

7.

How do you do this morning? I hope you are in good health.

I am very well, I thank you, and you?

I don't feel very well, I am rather unwell to-day.

What is the matter with you[1]? (What ails you?)

I have taken cold (caught a cold)[2], I have a cough (köff).

I am sorry to hear it. What do you take?

I do not take anything. I leave nā'ture[3] to do *her* own work.

How is your dear father?

He is quite well; I thank you, ma'am.

Please to give him my best respects (compliments).

When did you return from your voyage (journey, travel, tour [u])?

I only arrived last Sunday.

How long were you in England?

About ten months.

Then you speak English with facility, don't you?

O yes, I am not at all embar'rassed[4] now, but I found great difficulty at first.

Were you not puzzled[4] to understand the English?

To be sure, they appeared to speak so rap'idly.

What do you think of the English now that you have lived among them?

At first I did not like them, but now I know them, I cannot help[5] esteeming them.

[1]Was fehlt Ihnen? [2]sich erkälten to catch cold [3]näitschjur; but *nat'ural* (nätschjurl) [4]in Verlegenheit sein [5]nicht umhin können.

Why did you not like them at first? — Their appārent coldness made me think them impolite'.

What do you think of the capital? — It is rēālly an enor'mous city, and appears from one end to the other like a vast bǎzar'[1].

But you found the living[2] very dear? — Not so dear as I expected.

However, wine is rare and dear there? — I soon began to prefer beer, which is really very good.

You speak so very highly of England, that I should wish to go there. — Go, and judge for yourself, that is always the best way.

[1]Market-place [2]= means of subsis'tence das Leben.

III. The Story of Macbeth'.

1.

Soon after the Scots and Picts in Scotland had become[1] one people[2], there was a king of Scotland called Dun'can, a very good old man. At this time Scotland, and indeed France and England, and Germany and all the other *countries*[3] of Europe, were much har'assed[4] by the Danes, or Nor'mans[5]. These were a very fiērce, warlike people, who sailed from one place to *another*, and landed their ar'mies on the cōast, burning and destroy'ing[6] every thing wherever[7] they came.

[1]Almost all intransitive verbs are conjugated with *to have* instead of *to be*; this latter auxiliary verb is seldom used, as it never denotes *action*, but only the *state* (Zustand) *following* the action; thus you may say: he *has* fled and he *is* fled (geflohen), he *has* and he *is* come, arrived, sunk (in despair'), become. It is sometimes difficult to make out the difference, so let the beginner, in doubtful cases, employ *to have*. (It is the same as with *gender*, where it is difficult for beginners to give to animals or things a particular gender, and where they may always use the neuter, which never is a fault, except with *ship* and *country*.) [2]Leute (always plural) und Nation, sometimes also: man („people say") [3]Sing.? (ally, army, key, day in plural?) [4](fr.) = to tire, tease quālen [5]Plur. of Norman, German, Musulman, talisman, Englishman, Frenchman? [6](fr. *détruire*) zerstören [7]*ever* is often only a word of em'phasis: *whatever*, *whoever*, *whichever* (or even *soever*: whatsoever etc.) noch so, immer irgend, auch.

Now, it happened in King Duncan's time, that a great fleet[1] of these Danes came to Scotland. So a nŭmerous Scottish army was lĕv'ied[2] to go to fight against them. The King was too old to command[3] his army, and his two sons, Măl'colm and Don'aldbane, were too young. He therefore sent out one of his near relātions, who was called Macbeth[4]; he was son[5] of Fīnel who was Thane of Glamis. The gov'ernors of prov'inces were at that time, in Scotland, called Thanes; they were afterwards termed Earls.

This Macbeth, who was a brave sōldier, marched against the Danes. And he carried with him a relation of his own[6], called Banquo, who was Thane of Loch'aber[7], and was also a very brave man. So there was a great battle fought between the Danes and the Scots; and Macbeth and Banquo, the Scottish generals, defeated[8] the Danes, and drove them back to their ships, leaving a great many[9] of their soldiers both[10] killed and wounded[11]. Then Macbeth and his army marched back to a town in the North of Scotland, called Forres, rejoicing on account'[12] of their victory.

Now there līved at this time three old women in the town of Forres, whom people looked upon as witches[13], and suppōsed they could tell what was to come to pass[14].

These three old women went and stood by the wayside, in a great mōor or heath[15] near Forres, and waited till Macbeth came up. And then, stepping before him as he was marching at the head of his sōldiers the first woman said[16], „All hail, Macbeth — hail to thee, Thane of Glamis!" The second said, „All hail, Macbeth — hail to thee, Thane of Cawdor!" Then the third, wishing to *pay* him a higher com'pliment than the other two, said, „All hail, Macbeth, that shall be King of Scotland!" Macbeth was very much surprīsed to hear them give him these tītles: and while he was wondering what they could mean, Banquo stepped forward, and asked them whether they had nothing to tell about him as well as Macbeth. And they said that he should not be so great as Macbeth, but that, though[17] he himself' should never be a king, yet his children should succeed to the throne of Scotland, and be kings for a great number of years.

[1]a number of ships in com'pany Flotte [2](fr. *lever*) to raise, collect' an army, taxes (Steuern) ausheben, werben, auferlegen [3]„a" [4]*Mac* (like *Fitz*) in names of Scotch or Irish origin, signifies *son* [5]Omission of the article [6]thus: a house *of his own* ein eigenes Haus [7]„k" [8]to beat, vanquish (kw), conq'uer (*conqueror*, k, but con'-quest kw) besiegen [9]we say *very much*, but not *very many* [10]*both-and* sowohl-als auch [11]ou = u [12]account Rechnung, on account of wegen [13](masculine wizard) Hexe [14]was sich noch (in Zukunft) ereignen sollte [15]Moor oder Haide [16]no colon [17]= *although*, sometimes spelled *tho'* obgleich.

Questionary. 1. Which nations lived in Scotland? 2. What did they become? 3. Who was their King? 4. What man was he? 5. Which countries were then harassed? and by whom? 6. What kind of people were the Normans? 7. Where did they sail? land? 8. What did they do wherever they came? 9. What happened in King D.'s time? (What is a fleet?) 10. What was levied? and why? 11. Why did the King not command this army? and his sons? 12. Who was sent out as a general? 13. What means the word „Thane"? 14. What were the Thanes called afterwards? 15. What was Macbeth? 16. Whom did he take with him? 17. Between whom was fought a great battle? 18. What did M. and B. do with the Danes? 19. What did the Danes leave behind? 20. Where did M. march? 21. Who lived at Forres? 22. What is a witch? (What is the masculine of this word? What means „Mac"? What do you say in English: mein eigenes Zimmer?) 23. Where did the witches stand? 24. What did they say to M.? to B.?

2.

Before Macbeth was recovered[1] from his surprise, there came a mes'-senger[2] to tell him that his father was dead, so that he *was* become Thane of Glamis by inher'itance. And there came a sec'ond messenger, from the King, to thank Macbeth for the great vic'tory over the Danes, and tell him that the Thane of Cawdor had rebelled[3] against the King, and that the King had taken his of'fice[4] from him, and made Macbeth Thane of Cawdor as well as of Glamis.

Macbeth, seeing a part of the witches' proph'ecy come to be true, began to think how he was to bring the rest to pass[5], and make himself King, as well as Thane of Glamis and Cawdor. Now Macbeth had a wife, who was a very ambĭ'tious, wicked woman, and when she found out that her hus'band[6] thought of raising himself up to be King of Scotland, she encouraged him in his wicked pur'pose, by all the means in her power, and persuāded him that the only way to get possession of the crown was to kill the good old King, Duncan. Macbeth was very unwilling to commit'[7] so great a[8] crime, but his wife contin'ued telling him what a foolish, cow'ardly thing it was in him not to take the opportunity[9] of making himself King, when it was in his power to gain what the witches prom'ĭsed him. So the wicked advĭce of his wife, and the proph'ecy of these wretched old women, at last brought Macbeth to think *of* murdering his King and friend. The way in which he accomplished his crime, made it still more abom'inable.

[1]sich erholen (auch: wieder erlangen) [2](fr. *messager*) Bote [3]to rebel', a reb'el; many nouns have the accent on the first syllable, whilst the corresponding verb and adjective have it on the second: conduct, subject, desert (Wüste u. desertiren), present, insult, august &c. [4]charge, employment Amt, Würde, and the house or apartment of a public officer (Beamter), Bureau [5]zur Erfüllung bringen [6]man? [7](fr. *commettre*) begehen [8]*so, as, how, too great* a [9]Gelegenheit, occasion Veranlassung.

Macbeth invited Duncan to come to vis'it him, at a great castle near In'verness; and the good King accepted the invitation very willingly. Macbeth and his lady received the King and all his ret'inue[1] with much appea'rance of joy, and made a great feast, as a sub'ject[3] (S. 119) would do to make his King wel'come. About the middle of the night, the King desired to go to his apart'ment, and Macbeth conduct'ed[3] (S. 119) him to a fine room, which had been prepared for him. Now, it was the cus'tom, in those bar'barous times, that wherever the King slept, two armed men slept in the same chāmber, in order to defend' his per'son in case he should be attacked *by* any one dūring the night. But the wicked Lady Macbeth had made these two watchmen drink a great deal of wine, and had besides[2] put some drugs[3] into the liquor; so that when they went to the King's apartment they both fell asleep, and slept so soundly, that nothing could awaken them.

Then the cruel Macbeth came into King Duncan's bedroom about two in the morning. It was a ter'rible stormy night; but the noise of the wind and of the thunder did not awaken the King, for he was old, and weary *with* his journey; neither could it awaken the two sen'tinels[4], who were stū'pēfīed[5] with the liquor and the drugs they had swallowed[6]. They all slept soundly. So Macbeth *having* come into the room, and stepped gently over the floor, he took the two daggers[7] which belonged[7] to the sentinels, and stabbed[8] poor old King[9] Duncan to the heart, and that so effectually, that he died without giving even a groan[10]. Then Macbeth put the bloody[11] daggers into the hands of the sentinels, and daubed[12] their faces over with blood, that it might appear as if they had committed the murder. Macbeth was, however[13], greatly frightened *at* what he had done, but his wife made[14] him wash his hands and go to bed.

[1]attendants of a prince, train of persons Gefolge [2]Beside and besides? [3]medicine (fr. *drogue*) [3]a soldier set to watch, guard, or observe (fr. *sentinelle*) Schildwache [5]betäubt [6]= to absorb verschlucken (also Schwalbe) [7]„g" [8]to pierce, wound erdolchen, durchbohren [9]omission of the article [10]a deep, mournful sound Aechzen, Stöhnen, Seufzer (Hohnruf) [11]oo = ŏ [12]au = o͡a to cover, smear besudeln, beschmieren [13]generally between two commas [14]lassen = veranlassen.

Questionary. 1. Who came before M. had recovered from his surprise? 2. What did the first messenger tell him? And the second? 3. How, then, did M. become Thane of Glamis? of Cawdor? 4. Of what did M. think now? 5. What made him think so? 6. What was the char'acter (k) of his wife? (What is the difference between: *wife, woman, lady, madam, Mrs.* and: *husband, man, gentleman, sir, Mr.*?) 7. In what did lady M. encourage her husband? 8. What did she persuade him? 9. What was he unwilling to do? 10. What brought him at last to murder his King? 11. Where did he invite the King?

12. How was the invitation accepted? 13. How were the King and his retinue received? 14. When and where was the King conducted? 15. What was the custom in this barbarous times? and why? 16. What had the wicked Lady M. done with the watchmen? With what effect'? 17. When did cruel M. come into D.'s bedroom? 18. What kind of a night was it? 19. Why did wind and thunder not awaken (or *awake*) the King? And why not the sentinels? 20. How did they sleep? 21. Where did M. come, and over what did he step? 22. What did he take? 23. What did he do with these daggers? With what effect? 24. What did he do with the sentinels? 25. How was he then? 26. What did his wife make him do? (What means: drugs, sentinel, groan, daub?)

3.

Early in the morning, the nōbles and gentlemen who attended[1] *on* the King assembled in the great hall of the castle, and there they began to talk of what a dreadful[2] storm it had been the night before. But Macbeth could scārcely understand' what they said, for he was thinking on something much worse and more frightful than the storm, and was wondering[3] what would be said when they heard of the murder. They waited for some time, and finding the King did not come from his apartment, one of the noblemen went to see whether he was well or not. But when he came into the room, he found poor King Duncan lying stiff, and cōld, and bloody, and the two sentinels both fast[4] asleep', with their dirks, or daggers, covered with blood. As soon as the Scottish nōbles saw this terrible sight, they were greatly aston'ished and enrāged. Macbeth made believe as if he were more enraged than any of them, and, drawing his swōrd, before any one could prevent' him, he killed the two attend'ants of the King who slept in the bed-chāmber, pretending[5] to think they had been guilty of murdering King Duncan.

When Mal'colm and Don'aldbane, the two sons of the good King, saw their father slain in this strānge manner within Macbeth's castle, they became afraid' that they might be put to death likewise, and fled away out of Scotland; for, notwithstanding all the excu'ses which he could make, they still believed that Macbeth had killed their father. Donaldbane fled into some dis'tant islands, but Malcolm, the eldest[6] son of Duncan, went to the court of England, where he begged *for* assist'ance from the English King, to place him on the throne of Scotland as his father's success'or.

In the meantime, Macbeth took possession of the kingdom of Scotland, and thus all his wicked wishes seemed to be fulfilled. But he was not happy He began to reflect' how wicked he had been in killing his friend and bĕnē-

[1]Begleiten, aufwarten, bedienen [2]*full*, in compound words *ful* (u) [3]begierig [4]„a“ [5]vorgeben, vorschützen [6](oldest) elder would be better, as there are only two.

fac'tor, and how some other per'son, as ambi'tious as he was himself, might do the same thing to him. He remembered, too, that the old women had said that the children of Banquo should succeed to the throne after his death, and therefore he concluded that Banquo might be tempted to conspire against[1] him, as he had himself done against King Duncan. The wicked[2] always think other people are as bad as themselves. In order to[3] prevent this supposed danger, Macbeth hired ruffians[4] to watch in a wood, where Banquo and his son Fle'ance sometimes used to walk in the evening, with instructions to attack' them, and kill both father and son. The vil'lains[5] did as they were ordered by Macbeth; but while they were killing Banquo, the boy Fleance made his escape'[6] from their wicked hands, and fled from Scotland into Wales. And long afterwards his children came to possess' the Scottish crown into the house of Stuart.

Macbeth was not the[7] more happy that he had slain his brave friend and cousin, Banquo. In his great perplex'ity of mind, he thought he would go to the old women, whose words had first put into his mind[8] the desire of becoming a king. It is to be supposed that he offered them pres'ents, and that they were cunning enough to study how to give him some answer, which should make him continue in the belief[9] that they could proph'esy what *was* to happen in future times. So they answered to him that he should not be conquered, or lose the crown of Scotland, until'[10] a great for'est, called Birnam Wood, should come to attack' a strong castle sit'uated on a high hill called Dunsinane, in which castle Macbeth commonly resided. Now, the Hill of Dunsinane is upon the one side of a great valley, and the forest of Birnam is upon the other. There are twelve miles[12] dis'tance betwixt them; and besides that, Macbeth thought it was impos'sible that the trees could ever come to the assault'[13] of the castle. He therefore resolved to fortify his castle on the Hill of Dunsinane very strongly, as being a place in which he would always be safe. For this pur'pose he caused all his great nobil'ity and Thanes to send in stones, and wood, and other things wanted in building, and to drag them with oxen up to the top of the steep hill where he was building the castle.

[1]gegen = wider, denoting opposition and resistance [2]Adj. used substantively are in the plural number without taking the sign of it: the good, rich, impudent (Unverschämten), the English (but: a rich man, some Englishmen); exc. the ancients, moderns, our betters [3]um zu [4]robber, murderer [5](fr. *vilain*) pr. „vil'-lin = wicked Schurke, Schuft [6](fr. *échapper*) entwischen [7]desto [8]eingeben [9]in dem Glauben belassen [10]or *till* [11]an English mile = 2580 E. feet = 1524 meters, somewhat more than 1/5 of a German mile; 15 German m. = 73 E. miles [12](fr. *assaut*) Sturm, Angriff.

Questionary. 1. Where and when did the nobles assemble? 2. Of what did they talk? 3. Why could M. scarcely understand what they said? 4. After having waited for some time, what did they find, where go? 5. How did they find the King? the sentinels? 6. How were they then? 7. What did M. make believe? What did he do? 8. How many sons had tho King and what were they called? 9. What did they see? 10. What did they become afraid of? Why? 11. Where did Donaldbane fly? and Malcolm? 12. What did Malcolm beg from Edward? 13. What did M. take possession of? 14. His wishes being fulfilled, he was very happy? 15. What did he think? remember? conclude? 16. What do the wicked always think? 17. Whom did M. hire? 18. Which instruction did he give these ruffians? With what effect? 19. By the murder of Banquo, M. became happy? 20. Where did he go in the perplexity of his mind? 21. What answer did the witches make to him? 22. What is „Birnam Wood"? „Dunsinan"? 23. What distance is between (betwixt) them? (What is an English mile?) 24. What did M. think after this prophecy? and what resolve? 25. What caused he his nobility to do?

4.

One day Macbeth rode out with a few attendants, to see the oxen drag the wood and the stones up the hill, for enlarging and strengthening the castle. So they saw most[1] of the oxen trudging[2] up the hill with great dif'ficulty, for the ascent'[3] is very steep[4], the burdens[5] were heavy, and the weather was extremely hot. At length Macbeth saw a pair of oxen so tired that they could go no farther up the hill, but fell down under their load. Then the King was very angry, and demanded to know who it was among his Thanes that had sent oxen so weak and so unfit'[6] for lābour, when he had so much work for them to do. Some one replied that the oxen belonged to Macduff, the Thane of Fife. „Then," said the King, in great anger[7], „since the Thane of Fife sends such worthless cattle as these[8] to do my labour, I will put his own neck into the yoke, and make him drag[9] the burdens himself."

There was a friend of Macduff who heard these angry expressions of the King, and hastened to commūnicate them to the Thane of Fife, who at that time was in the King's castle. The in'stant that Macduff heard what the King had said, he knew he had no time to lose in making his escape; for whenever Macbeth threatened to do mis'chief to any one, he was sure to keep[10] his word.

So Macduff snatched up[11] from the table a loaf[12] of bread, called for his

[1]*Most* is generally used without the article [2]= to march with labor traben [3]Abhang [4]steil [5]Bürde [6]untauglich [7]„g" rage, fury, ire, wrath (a, auch ôa) [8]collective nouns are generally used with the plural [9]to pull (u), draw along the ground by force schleppen [10]er hielt gewiß [11]to seize, grasp, catch hastily erhaschen, raffen [12]Laib, plur.?

horses and his servants, and was găl'loping back to his own prov'ince of Fife, before Macbeth and the rest of the nobil'ity *were* returned to the castle. The first question which the King asked was, what *had* become of Macduff; and being informed that he *had* fled from Dunsinane, he ordered a body[1] of his guards to attend him, and mounted on horseback himself to pursue the Thane, with the pur'pose of putting him to death.

He came to Macduff's castle, which was standing close by the sea-side, and sum'moned[2] the lady to surren'der[3] the castle, and to deliv'er up[4] her husband. But Lady Macduff, who was a wise and a brave woman, made many excuses and delays[5], until she knew that her husband was safely *on board the ship,* and had sailed from the harbour[6]. Then she spoke bōldly from the wall of the castle to the King, who was standing before the gate still demanding en'trance, with many threats of what he would do if Macduff was not given up to him.

„Do you see," she said, „yon[7] white sail upon the sea? Yonder goes Macduff to the Court of England. You will never see him again, till he comes back with young Prince Malcolm, to pull you down from the throne, and to put you to death. You will never be able to put your yoke, as you threatened, on the Thane of Fife's neck."

Some say that Macbeth was so much incen'sed[8] at this bōld answer, that he and his guards attacked the castle and took it, killing the brave lady and all whom they found there. But others say, and I believe more truly, that the King, seeing that the fortress was very strong, and that Macduff had escăped from him, and was embarked for England, departed back to Dunsinane without attempting to take the castle. The ruins are still *to be seen* and are called the Thane's Castle.

[1]Corps, Abtheilung [2](fr. *sommer*) to invite, bid auffordern [3]to yield, give up übergeben [4](*fr.*)ausliefern [5](*fr.*) Aufschub, Verzögerung [6]port, haven Hafen [7]*yon*, *yond*, *yonder*-at a distance within view jener, dort [8]enraged, angry, exasperated, irritated, erbittert, entrüstet, wüthend [9]to go on board of a ship (fr. *embarquer*) sich einschiffen.

Questionary. 1. What did M. do one day? and why? 2. Why did the oxen trudge with so much difficulty? 3. What did the King see at last? 4. How was he, and what did he ask? 5. What was he answered? 6. What did he say? 7. Who heard his angry expressions? 8. What did this friend do? 9. Where was Macduff at that time? 10. What did he know? Why? 11. What did he snatch up? call for? where gallop to? before —? 12. What was Macbeth informed of? 13. What did he order? With what purpose? 14. Where did he come? 15. Where was this castle standing? 16. What did he ask of Lady Macduff? 17. How was the Lady? 18. What did she make? and how long? And then? 19. Where was the King still? 20. What did the Lady say? 21. How was

M. at this bold answer? 22. What is he said to have done? 23. How runs another report'? 24. Which report seems to be true? 25. What do you know of the ruins of M.'s castle?

5.

There reigned at that time in England a weak, but very good King, called Edward the Confes'sor[1]. I told you that Prince Malcolm, the son of Duncan, was at his court solic'iting[2] assistance to recover the Scottish throne. The arrival of Macduff greatly aided the success' of his petition[3]; for the English King knew that Macduff was a brave and a wise man. As he assured Edward that the Scots were tired of the cruel Macbeth, and would join Prince Malcolm if *he were to*[4] return to his country at the head of an army, the King ordered a great warrior[5], called Siward, Earl of Northum'berland, to enter Scotland with a large force, and assist' Prince Malcolm in the recovery of his father's crown.

Then it happened just as Macduff had said; for' the Scottish thanes and nobles would not fight for Macbeth, but joined Prince Malcolm and Macduff against him; so that at length he shut himself up in his castle of Dunsinane, where he thought himself safe, according[6] to the old women's prophecy, until Birnam Wood should come against him. He boasted[7] of this to his followers, and encouraged them to make a văliant defence', assuring them of cert'ain victory. At this time Malcolm and Macduff were come as far as[8] Birnam Wood, and lay encamped[9] there with their army. The next morning, when they were to march across' the broad valley to attack' the castle of Dunsinane, Macduff advised[10] that every soldier should cut down a bough[11] of a tree and carry it in his hand, that the enemy might not be able to see how many men were coming against them.

Now, the sentinel who stood on Macbeth's castlewall, when he saw all these brănches, which the sŏldiers of Prince Malcolm carried, ran to the King, and infŏrmed him that the Wood of Birnam was moving[12] tŏwards the castle of Dunsinane. The King at first called him a hare, and threatened to put him to death; but when he looked from the walls himself, and saw

[1]Bekenner (He was surnamed thus from his religious dispositions) [2](fr.) to ask with earnestness more than *beg*, *request*, *implore*, *entreat* ansuchen [3](fr.) a request, entreaty, supplication, or prayer (formal and solemn) Bitte [4]**sollen** denoting a future is translated by *to be*: he is to come; he was to return; I am to get it [5]a soldier, especially a good soldier Krieger [6]zufolge, gemäß [7]sich brüsten, rühmen, stolz sein [8]bis (*till* for time, as *far as* for space) [9]lagern [10]rathen [11]pr. „bau" Zweig; bow (boh) Bogen, bow (bau) Verbeugung [12](fr. *mouvoir*) o = u.

the appearance[1] of a forest approaching from Birnam, he knew the hour of his destruction was come. His followers, too, began to be disheartened[2] and to fly from the castle, seeing their master had lost all hopes.

Macbeth, however, recollec'ted[3] his own brăvery, and săllied[4] des'perately out at the head of the few followers who remained faithful to him. He was killed after a fūrious resist'ance, fighting hand to hand with Macduff in the thick of the battle. Prince Malcolm mounted the throne of Scotland, and reigned long and prosperously[5]. He rewarded Macduff by declaring that his descendants should lead the vanguard[6] of the Scottish army in battle, and place the crown on the King's head at the cer'emony of coronătion[7].

[1]Erscheinung [2]Muth verlieren [3]sich erinnern und wieder sammeln [4]Ausfall machen [5]glücklich [6](fr. *avant-garde*) Vorhut, rear (*arrière-garde*) Nachtrab [7]Krönung.

Questionary. 1. Who, at that time, reigned in England? 2. Who was there soliciting? for what? 3. By what was the Scottish prince's petition aided? and why? 4. What did Macduff assure the King? 5. What did Edward order? With what instruction? 6. What did the Scottish Thanes do? And Macbeth? 7. Why did he shut himself up there? 8. What did he boast of? 9. Where did Siward and Macduff encamp? 10. What did Macduff advise? and why? 11. Where did the sentinel stand and what did he see? 12. What did he tell the King? 13. What did the King call him? and threaten? 14. But when he saw the moving forest? 15. What did his followers do? 16. What did M. at last recollect'? 17. How did he sally out? 18. What was his end? 19. Who became King? and how did he reign? 20. How was Macduff rewarded?

IV. King Alfred.

(A Drama.)

Persons of the Drama.

Alfred, King of England.
Ella, an Officer of Alfred's.
Gubba, a farmer.
Gan'delin, his wife.

Scene: *The Isle (island) of Athelney.*

Alfred. How retired and quiet is every thing in this little spot[1]? The river winds its silent waters round this retreat' and the bushes[2] of the thicket[3] fence[4] it from the attack of the enemy. The bloody Danes have not

[1]= stain (Fleck) and a small place Platz, Stelle [2]u [3]Dickicht [4]n. Zaun, v. abzäunen, trennen, schützen. In England all fields are fenced (like the gardens in Germany).

yet pierced into this wild sol'itude. I believe I am safe from their pursuit'. But I hope I shall find some inhab'itant here, otherwise I shall die of hunger. — Ha! here is a narrow path through the wood; I think I see the smoke of a cottage rising between the trees. I will bend[1] my steps thither.[2].

Scene: *Before the cottage.*
Gubba coming forward. Gandelin within.

Alfred. Good evening to you, good man. Are you disposed to show hospital'ity to a poor trăveller[3]?

Gubba. Why, truly, there are so many poor travellers now-a-days, that if we entertain them all, we shall have nothing left for ourselves. However, come along to my wife, and we will see what can be done for you. Wife, I am very weary, I have been cutting wood all day.

Gandelin. You are always ready for your supper, but it is not ready for you. I assure' you: the cakes will take an hour to bake, and the sun is yet high; but whom have you with you?

Alfred. Good mother, I am a strănger, and entreat' you to afford' me food and shelter.

Gandelin. Good mother! Good wife[4], if you please, and welcome. But I do not love străngers, and the land has no reason to love them. There has never been a merry day for Old England since strangers came into it.

Alfred. I am no stranger iu England, though I am a stranger here. I am a true-born Englishman.

Gubba. And do you hate those wicked Danes, that eat us up, and burn our houses, and drive away our cattle?

Alfred. I *do hate*[5] them.

Gandelin. Heartily? He does not speak heartily, husband.

Alfred. Heartily I hate them, most heartily.

Gubba. Give me thy hand, then; thou art an honest fellow.

Alfred. I was with King Alfred in the last battle he fought.

Gandelin. With King Alfred? Heaven bless him!

Gubba. What has become of our good King?

Alfred. Did you love him, then?

Gubba. Yes, as muc as a poor man may love a king; and kneeled down and prayed for him every night, that he might conquer[7] those Danish wolves[8]; but it was not to be so[9].

[1](beugen) richten [2]= there [3]in Amer. = traveler [4]she is somewhat angry, that he would think her so old [5]emphatic Form [6]or knelt [7]„k" (but: conquest Eroberung) [8]„u" [9]es sollte nicht sein.

Alfred. You could not love Alfred better than I *did.*

Gubba. But what has become of him?

Alfred. He *is thought to be*[1] dead.

Gubba. Well, these are sad times; Heaven help us! Come, you shall be wel'come to share[2] the brown loaf with us; I suppose you are too sharp set to be nice[3].

Gandelin. Ay[4], come with us; you shall be as welcome as a prince! But hark ye, husband; though I am very willing to be charitable to this stranger (it would be a sin to be otherwise), yet there is no reason he should not do something to maintain' himself; he looks strong and cap'able.

Gubba. Why, that's true. What can you do, friend?

Alfred. I am very willing to help you in any thing you choose to set me about. It will please me best to earn[5] my bread before I eat it.

Gubba. Let me see. Can you tie up faggots neatly?

Alfred. I have not been used to it; I am afraid I should be awkward[6].

Gubba. Can you thatch[7]? There is a place blown off the cow-house.

Alfred. Alas[8]! I cannot thatch.

Gandelin. Ask him, if he can weave rushes[9]; we want some new baskets.

Alfred. I have never learned it.

Gubba. Can you stack[10] hay?

Alfred. No.

Gubba. Why, here's a fellow! and yet he has as many pair of hands as his neighbours[11]. Wife, can you employ' him in the house? He might lay wood of the fire, and rub the tables.

Gandelin. Let him watch these cakes, then; I must go and milk the cows.

Gubba. And I will go and stack the wood, since supper is not ready.

Gandelin. But pray, observe', friend! do not let the cakes burn; turn them often on the hearth[12].

Alfred. I shall observe your directions. (Ex'eunt[13].)

Alfred alone.

Alfred. For myself, I could bear it; but England, my bleeding country

[1]latein. Construction [2]theilen; n. Actie, Antheil [3]zu hungrig, um lecker zu sein [4]or aye (*pron.* aï) ja. gewiß; for aye (*pron.* eï) für immer [5]ernten, verdienen [6]wanting dexterity (ungeschickt), unfortunate, and ungraceful (tölpisch, linkisch) [7]Strohdach, mit Stroh decken [8]„eläs (hélas) ach [9]Binsen flechten [10]aufschichten [11]Nebenmenschen [12]a; herth is sanctioned by no re'cent orthoëpist [13](lat.) sie gehen ab (sing. ex'it).

for thee my heart is wrung[1] with bitter an'guish[2]! From the Humber to the Thames, the rivers are stained with blood! — My brave soldiers cut to pieces! — My poor people — some mas'sacred, others drĭven from their warm homes, stripped, abused, insulted; and I, whom Heaven appointed[3] their shepherd, unable to res'cue my defenceless flock[4] from the răv'enous[5] jaws of these devourers! — Gracious Heaven! if I am not worthy to save this land from the Danish sword, raise up some other hēro to fight with more success' than I have done, and let me spend my life in this obscure cottage, in these ser'vĭle of'fices. Ishall be content', if England is happy.

Enter Gubba and Gandelin.

Gandelin. Help me down with the pail, husband. This new milk, with the cakes, will make an excellent supper, but mercy on us[7], how they are burnt! black as my shoe! they have not once been turned! You oaf[8]! you lubber[9]! you lazy loon[10]!

Alfred. Indeed, dame[11], I am very sorry for it; but my mind was full of sad thoughts.

Gabba. Come, wife, you must forgive him; perhaps he is in love. I remember, when I was in love with thee —

Gandelin. You remember!

Gubba. Yes, dame, I *do* remember, though it is many a long year since; my mother was making a kettle of fru'menty[12].

Gandelin. Prȳthee[13], hold your tongue, and let us eat our suppers.

Alfred. How refreshing is this sweet new milk and this wholesome bread!

Gubba. Eat heartily, friend. Where shall we lodge him, Gandelin?

Gandelin. We have but one bed, you know; but there is fresh straw in the barn.

Alfred (aside[14]). If I shall not lòdge like a king, at least I shall lodge like a soldier. Alas! how many of my poor soldiers are stretched on the bare[15] ground!

Gandelin. What noise do I hear! It is the trampling of horses. Good husband, go and see what is the matter.

[1]Wring (drehen) bedrücken [2]Qual, Angst, Weh [3]bestimmen, ernennen [4]die Heerde [5]voracious, eager, greedy gierig; ra'ven Rabe [6]Eimer [7]mercy (Gnade) on us Gott sei uns gnädig! [8]blockhead, idiot, also: changeling (Wechselbalg) [9]clown Lümmel [10]rascal Schurke [11]= mistress [12]wheat boiled in milk [13]für I pray thee [14]bei Seite, [15]bloß.

Alfred. Heaven forbid[1] my misfortune should bring destruction in this simple family! I had rather[2] have perished in the wood.

Gubba returns, followed by Ella with his sword drawn.

Gandelin. Mercy defend us, a sword!

Gubba. The Danes! the Danes! Oh, do not kill us!

Ella (kneeling). My liege[3], my lord, my sov'ereign! have I found you?

Alfred (embracing him). My brave Ella!

Ella. I bring you good news, my sovereign! Our troops that were shut up in Kinwith Castle, made a des'perate sally — the Danes were slaughtered. The fierce Hubba, their chief lies gasping[4] on the plain.

Alfred. Is it pos'sible! am I yet a king?

Ella. Their famous standard, the Danisk raven, is taken; their troops are panic-struck[5]; the English soldiers call aloud for Alfred. Here is a letter which will inform you of more partic'ulars (gives a letter).

Gubba (aside). What will become of us? Ah! dame, that tongue of thine has undone'[6] us!

Gandelin. Oh, my poor husband, we shall all be hanged, that's certain. But who could have thought it was the King?

Gubba. Why, Gandelin, do you see, we might have guessed[7] he was born to be a king, or some such great man, because you know he was fit for nothing else.

Alfred (coming for'ward). God be praised for these tidings! Hope is sprung up out of the depths of despair. Oh, my friend, shall I again shine in arms — again fight at the head of my brave Englishmen — lead them on to vic'tory! Our friends shall now lift up their heads again.

Ella. Yes, you have many friends, who have long been obliged, like their master, to conceal' in des'erts[8] and caves, and wander from cottage to cottage. When they hear you are alive and in arms again, they will flock to your standard.

Alfred. I am impatient to meet them; my people shall be revenged.

Gubba and *Gandelin* (throwing themselves at the feet of Alfred). Oh, my Lord!

Gandelin. We hope your Maj'esty will put us to a merciful death. Indeed, we did not know your Majesty's grace[9].

Gubba. If your Majesty could but pardon my wife's tongue; she means no harm, poor woman.

[1]Verhüte [2]I had (oder: would) rather (a) ich möchte lieber [3]Souverän, Lehnsherr (auch: Vasall) [4]breathe hard keuchen, röcheln [5]struck by a sudden, extreme fear (panisch, Pan?) [6]zu Grunde richten [7]errathen [8]to desert'? a dessert'? [9]Ew. Gnaden, Majestät.

Alfred. Pardon you, good people? I not only pardon you, but thank you. You have afforded me protection in my distress', and if ever I am seated again on the throne of England, my first care shall be to reward' your hospităl'ity. I am now going to protect you! Come, my faithful Ella, to arms! to arms! My bosom[1] burns to face[1] once more[3] the hau*gh*ty Dane; and here I vow[4] to Heaven, that I will never sheathe[5] the sword against these robbers, till either I lose my life in this just cause, or deliv'er England from the foreign yoke.

[1] „Buſſem" [2] ins Geſicht ſchauen, gegenüber ſtehen [3] noch einmal [4] (*voeu*) geloben [5] in die Scheide ſtecken.

V. A juvenile Trial[1].

Mrs. Careful is making a complaint[2] against some one who has broken a window.

The Court[3] being seated, there appeared in person the widow Dorothy Careful, to make a complaint against Henry Luckless, and some other person or persons unknown, for breaking three panes of glass, vălue nine pence, in the house of the said widow. Being directed[4] to state her case to the court, she made a courtes'y[5] and began as follows:

„Please your Lordship[6], I was sitting at work by my fireside, between the hours of six and seven in the evening, just as it was growing dark, and little Jack was spinning beside me, when, all at once, crack went the window, and down fell a little basket of cakes, that was set up against it. I started up and cried to Jack: „Bless me, *what's the matter*?" So says Jack: „Somebody has thrown a stone, and broken the window, and I dare say, it is some of the schoolboys." With that, I ran out of the house, and saw some boys making off as fast as they could go. So I ran after them as quick as my old legs would carry me, but I should never have come near them, if one had not happened to fall down. Him I caught, and brought back to my house, when Jack knew him, at once, to be Master Harry Luckless. So I told him, I would complain of him, the next day, and hope, your

[1] Ein jugendliches Gerichtsverfahren [2] Klage [3] Gerichtshof [4] anweiſen, befehlen [5] (kortiſi) Höflichkeit; (kortſi) Verbeugung, Knicks [6] Euer Gnaden, Eure Herrlichkeit.

Lordship will make him pay the dam'age; and I think, he deserves a good whipping into the bar'gain, for in'juring a poor widow woman."

The Judge, having heard Mrs. Careful's story, desired her[1] to sit down, and then, calling up Master[2] Luckless, asked him, what he had to say for himself. Luckless appeared with his face a good deal scratched, and looking very rueful[3]. After making his bow, and sobbing two or three times, he said:

„My Lord, I am as in'nocent of this matter as any boy in the school, and am sure, I have suffered enough about it already. My Lord, Billy Thompson and I were playing in the lane[4], near Mrs. Careful's house, when we heard the window crash; and, directly after, she came running out towards us. Upon this, Billy ran away and I ran too, thinking, I might bear the blame. But, after running a little way, I stumbled over something that lay in the road, and before I could get up again, she overtook me, and caught me by the hair, and began lugging[5] and cuffing[6] me. I told her, it was not I, that broke her window, but it did not sig'nify; so she dragged me to the light, lugging and scratching me all the while, and then said, she would inform'[7] against me; and that is all I know of the matter."

Judge. I find, good woman, you were willing to revenge yourself, without waiting for the jus'tice of this Court.

Widow Careful. My Lord, I confess, I was put into a passion, and did not properly consider what I was doing.

Judge. Well, where is Billy Thompson?

Billy. Here, my Lord.

Judge. You have heard what Harry Luckless says. Declare, upon your honour, whether he has spoken the truth.

Billy. My Lord, I am sure, neither he nor I had any concern'[8] in breaking the window. We were standing together at the time; and I ran on hearing the door open, for fear of being charged[9] with it, and he followed, But what became of him I did not stay to see.

Judge. So, you let your friend shift *for*[10] himself, and only thought of saving yourself! But did you see any other person about the house or in the lane?

[1]Hieß sie [2]„a", title of boys [3](ruhful) kläglich (woful, or woeful, mournful, sorrowful, lamen'table, piteous) [4]der schmale Weg (besonders zwischen Hecken), das Gäßchen, a narrow passage, the inverse of a high way [5]beim Ohr zupfen, zerren [6]knuffen, ohrfeigen [7]benachrichtigen, hier: verklagen [8]Antheil, Angelegenheit, Sorge, Kummer [9]aufladen, beschuldigen [10]für sich selbst sorgen; to shift den Ort verändern, schieben, ziehen, wechseln, n. Aenderung, Kunstgriff, Frauenhemd.

Billy. My Lord, I thought, I heard somebody on the other side of the hedge, creeping along, a little before the window was broken, but I saw nobody.

Judge. You hear, good woman, what is allĕged'[1] in behalf'[2] of the person you have accūsed. Have you any other ev'idence[3] against him?

Widow Careful. One might be sure, that they would deny it, and tell lies for one another; but I hope, I am not to be put off[4] in that manner.

Judge. I must tell you, Madam, that you give too much liberty to your tongue, and are guilty of as much injus'tice as that of which you complain. I should be sorry, indeed, if the young gentlemen of this school deserved the character of liars, and our worthy master, certainly, would not permit us to try offen'ces[5] in this manner, if he thought us cap'able of bearing false witness[6] in each other's fāvour.

Widow Careful. I ask your Lordship's pardon; I did not mean to offend; but it is a heavy loss for a poor woman, and though I did not catch the boy in the fact, he was the nearest when it was done.

Judge. As that is no more than a suspĭ'cion, and he has the pos'itĭve[7] evidence of his schoolfellow in his favour, it will be impossible to convict'[8] him, consis'tently with the rules of justice. Have you discovered any other cir'cumstance that may point out the offender?

Widow Careful. My Lord, next morning Jack found on the floor this top[9], with which, I suppose', the window was broken.

Judge. Hand it up — Here, gentlemen of the jūry[10], please to exam'ĭne it, and see, if you can discover anything of its ōwner.

Juryman. Here is P. R. cut upon it.

Another. Yes, and I am sure, I recollect' Peter Riot*'s having* just *such a one.*

Another. So do I.

Judge. Master Riot, is this your top?

Riot. I don't know, my Lord; perhaps it may be mine; I have had a great many tops, and when I have done with them, I throw them away, and anybody may pick them up, that pleases. You see, it has lost its peg[11].

Judge. Very well, Sir. Mrs. Careful, you may retire.

Widow Careful. And must I have no amends'[12], my Lord?

[1]Anführen, vorbringen [2](bihaf) Behuf, Nutzen, zu Gunsten [3]Augenscheinlichkeit, Beweis, Zeugniß, Zeuge [4]abweisen, abfertigen [5]Gericht halten über Vergehen [6]Zeugniß ablegen [7]bestimmt, ausdrücklich [8]überweisen [9]hier: der Kreisel [10]das Geschwornengericht, Schwurgericht [11]Pflock, hölzerner Nagel [12](pl.) Ersatz, Schadenersatz, Vergütung.

Judge. Have patieuce. Leave everything to the Court. We shall do you all the justice in our power.

As soon as the widow was gone, the Judge arose from his seat, and with much solem'nity[1] thus addressed the assembly:

„Gentlemen — This business, I confess, gives me much dissatisfaction. A poor woman has been insulted, and injured in her property, appărently without provocation[2] and though she has not been able to convict the offen'der, it cannot be doubted that she, as well as the world in general, will impute[3] the crime to some of our society. Though I am in my own mind convinced, that, in her passion, she charged an innocent person, yet the circumstance of the top is a strong suspicion, indeed almost a proof, that the perpetrător[4] of this unmanly[5] mischief[6] was one of our body[7]. The owner of the top has justly observed, that its having been his property is no certain proof against him. Since, therefore, in the present want of evidence, the whole school must remain burdened with the discred'it[8] of this action, and share in the guilt of it, I think fit, in the first place, to decree', that restitution[9] shall be made to the sufferer out of the public purse; and next, that a court of inquiry[10] *be* instituted for the express pur'pose of searching thoroughly[11] into this affair'. I hope, gentlemeu, these measures meet with your concur'rence[12]!"

The whole Court bowed to the Judge and expressed their entire satisfaction with his decision.

It was then ordered, that the public treasurer[13] should go to widow Careful's house, and pay her the sum of one shilling, making at the same time a handsome apol'ogy[14] in the name of the school. And six persons were taken, by lot, out of the jury, to compose the Court of Inquiry, which was to sit in the evening.

The Court then adjŏurned[15].

On the meeting[16] of the Court of Inquiry, the first thing propŏsed by the Pres'ident was, that the persons who usually played with Master Riot, should be sent for. Accor'dingly Tom Frisk and Bob Loiter were summoned[17], and the President asked them upon their honour, if they knew the

[1]Feierlichkeit, Ernst, Würde [2]Herausforderung, Anreizung [3]zurechnen, beimessen, Schuld geben [4]Thäter [5]unmännlich, unwürdig [6]Unfug [7]Körperschaft, Gesellschaft, Verein [8]Unehre, Schande, Schimpf [9]Ersatz [10]Untersuchungs-Ausschuß [11]gründlich [12]das Zusammentreffen, der Zusammenlauf, Uebereinstimmung, Zustimmung [13]Schatzmeister, Kassier [14]Schutzrede, Entschuldigung, Rechtfertigung [15]sich vertagen [16]das Zusammentreffen, die Versammlung, der Zusammentritt [17]auffordern, vorladen.

top to have been Riot's. They said, they did. They were then asked, whether they remembered when Riot had it in his possession?

Frisk. He had it the day before yesterday, and split a top of mine with it.

Loiter. Yes; and then, as he was making a stroke at mine, the peg flew out.

Presid. What did he then do with it?

Frisk. He put it into his pocket, and said, as it was a strong top, he would *have* it mended[1].

Presid. Then he did not throw it away, or give it to anybody?

Loiter. No, he pocketed it, and we saw no more of it.

Presid. Do you know of any quarrel he had with widow Careful?

Frisk. Yes, a day or two before, he went to her shop for some ginger-bread[2]; but as he already owed her six pence, she would not let him have any, till he paid his debts.

Presid. How did he take the disappointment[3]?

Frisk. He said, he would be revenged on her.

Presid. Are you sure, he used such words?

Frisk. Yes; Loiter heard him, as well as myself.

Loiter. I did, Sir.

Presid. Do either of you know any more of this affair?

Both. No, Sir.

Presid. You may go.

The President now observed, that those witnesses had done a great deal in establishing proofs against Riot; for it was now pretty certain, that no one but he, could have been in possession of the top, at the time the crime was committed; and it also appeared, that he had declared a mălicious[4] intention against the woman, which, it was highly probable, he would put into execution.

As the Court were debăting about the next step[5] to be taken, they were acquainted, that Jack, the widow's son, was waiting at the school-door for admission; and a person being sent out for him, Riot was found threatening the boy, and bidding him go home about his business. The boy, however was conveyed[6] safely into the room, when he thus addressed himself to the President.

[1]Ausbessern, wiederherstellen lassen [2]Lebkuchen (ginger Ingwer) [3]die getäuschte Erwartung, das Fehlschlagen, das Mißgeschick [4]boshaft, tückisch [5]Fußtapfen, Schritt, Stufe, Staffel [6](fort-, ein-) führen.

Jack. Sir, and please your Lordship, as I was looking about this morning for sticks in the hedge over against[1] our house, I found this buckle. So I thought to myself: surely, this must belong to the rascal, that broke our window. So I have brought it, to see if anybody in the school would own it.

Presid. On which side of the hedge did you find it?

Jack. On the other side from our house, in the close[2].

Presid. Let us see it, Gentlemen, this is so smart[3] a buckle, that I am sure, I remember it at once; and so, I dare say, you all do.

All. It is Riot's.

Presid. Has anybody observed Riot's shoes to-day?

One Boy. Yes, he has got them tied with strings[4].

Presid. Very well, Gentlemen; we have nothing more to do, than to draw[5] up an account of all the evidence we have heard and lay it before his Lordship. Jack, you may go home.

Jack. Pray, Sir, let somebody go with me, for I am afraid of Riot, who has just been threatening me at the door.

Presid. Master Bold will please to go along with the boy.

The minūtes[6] of the Court were then drawn up, and the President took them to the Judge's chāmber. After the Judge had perūsed[7] them, he ordered an indīct'ment[8] to be drawn up against Peter Riot, „for that he meanly[9], clandes'tĭnely[10], and with malice aforethought[11], had broken three panes in the window of widow Careful, with a certain instrument called a top, whereby he had committed an atrōcious[12] in'jūry on an innocent person, and had brought a disgrace[13] upon the society, to which he belonged." At the same time, he sent an officer to inform Master Riot, that his trial would come on the next morning.

Riot, who was with some of his gāy companions, affected[14] to treat the matter with great indifference, and even to make a jest of it. However, in the morning he thought it best to endeavour to make it up[15]; and accordingly, when the Court was assembled, he sent one of his friends with a

[1]vis-à-vis, gegenüber [2]Schluß, der eingeschlossene Raum, das eingehegte Feld, die Umzäunung (fence) [3]schmerzhaft, stechend, scharf, lebhaft; hier: nett, hübsch, niedlich (a *smart* fellow) [4]Schnur, schmales Band [5]Bericht abfassen [6]das Protokoll [7]durchsehen, durchlesen, untersuchen [8](indeitment) die schriftliche Anklage, Anklageakte [9]gemein niederträchtig [10]heimlich [11]vorbedacht [12]schrecklich, schändlich, abscheulich [13]Unehre, Schande [14]einwirken, Eindruck machen, rühmen, vorgeben, heucheln, affectiren, sich stellen, als ob [15]fertig machen, ausgleichen, beilegen.

shilling, saying, that he would not trouble them with any further inquīries, but would pay the sum, that had been issued[1] out of the public stock[2]. On the receīpt[3] of this mes'sage, the Judge rose, with much sevĕr'ity in his countenance[4], and observed, that by such a contemptuous[5] behāviour towards the Court the criminal[6] had greatly added to his offence'; he ordered two con'stables with their stāves immediately to go and bring in Riot, and to use force, if he should resist them. The cul'prit[7], thinking it best to submit, was presently led in between the two constables; when, being placed at the bar[8], the Judge thus addressed him:

„I am sorry, Sir, that any member of this society can be so little sen'sible of the nature of a crime, and so little acquainted with the principles of a Court of justice, as you have shown yourself to be, by the propōsal you took the improper[9] liberty of sending to us. If you meant it as a confession of your guilt, you certainly ought to have waited, to receive the pen'ălty[10] we thought proper to inflict'[11], and not to have imăg'īned that an offer of the mere payment of dam'ages would satisfy the claims of justice against you. If you had broken the window only by ac'cident, and, of your own accord[12] offered restitūtion, nothing less than the full damages could have been accepted. But you now stand charged with having done this mischief meanly, sēcretly, and mălī'ciously, and thereby have added a great deal of criminal intention to the act. Can you, then, think that a Court like this, designed to watch over the mor'als, as well as protect' the properties of our commūnity, can slightly pass over such aggravated[13] offences? You can claim no mĕrit from confessing[14] the crime, now that you know, that so much evidence wtll appear' against you. And if you choose still to plead[15] not guilty, you are at liberty to do it, and we will proceed immediately to the trial, without taking any advan'tage of the confession implied[16] by your offer of payment."

Riot stood silent for some time, and then begged to be allowed to consult with his friends, what was best for him to do. This was agreed to, and he was permitted to retire, though under the guard of an officer. After a short ab'sence, he returned with more hūmil'ity in his looks, and said, that

[1]Hervorgehen, ausschicken, ausgeben [2]Stock, Stamm, Vorrath, Kapital, Kasse [3]Aufnahme, Empfang (risiht) [4]Haltung [5]verächtlich, frech [6] u. [7]der Angeklagte, Verbrecher [8]ein Stück Holz oder Metall, wodurch etwas versperrt wird, Schlagbaum, Riegel, die Schranken des Gerichts (*barreau*) [9]unpassend, unschicklich [10]Strafe, Buße [11]auferlegen [12]aus eigenem Antriebe, freiwillig [13]erschweren, verstärken, verschlimmern [14]bekennen [15](*plaider*) vor Gericht reden; to plead not guilty sich nichtschuldig bekennen [16]enthalten, in sich schließen.

he pleaded guilty, and threw himself on the mercy[1] of the Court. The Judge then made a speech of some length, for the purpose of convincing the prisoner, as well as the by-standers, of the enor'mity[2] of the crime. He then pronounced the following sentence:

„You, Peter Riot, are hereby sen'tenced, to pay the sum of half-a-crown[3] to the public treasury, as a satisfaction for the mischief you have done, and your attempt to conceal it. You are to repair[4] to the house of widow Careful, accompanied by such witnesses as we shall appoint, and there having first paid her the sum you owe her, you shall ask her pardon for the insult' you offered her. You shall likewise, to-morrow, after school, stand up in your place, and before all the scholars ask pardon for the disgrace you have been the means[5] of bringing upon the society; and, in particular, you shall apol'ogīze to Master Luckless, for the disagreeable cir'cumstances you were the means of bringing him into. Till all this is complīed with, you shall not presūme'[6] to come into the playground or join[7] in any of the diversions[8] of the school; and all persons are hereby admon'ished[9] not to keep your company, till this is done."
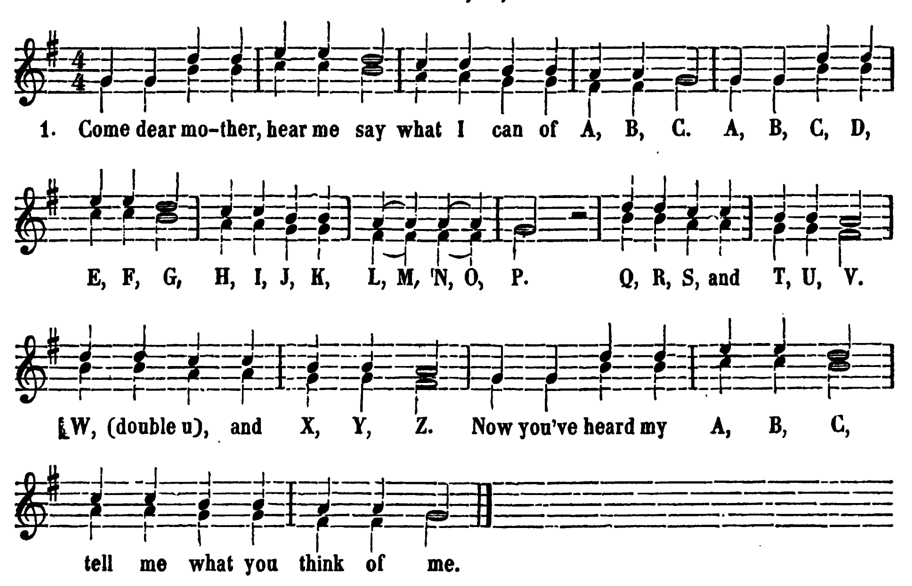
Riot was then dismissed to his room; and in the afternoon he was taken to the widow's, who received his submission graciously, and at the same time apologized for her own improper treatment of Master Luckless, to whom she sent a present of a nice gingerbread, by way of amends.

Thus ended this impōrtant business.

[1]Gnade, Barmherzigkeit [2]ungewöhnliche Größe, Abscheulichkeit [3]a crown = 5 shillings [4]sich begeben [5]Mittel, Ursache, Schuld [6]sich erkühnen (auch: vermuthen) [7](*joindre*) Theil nehmen [8]Zerstreuung, Erholung, Belustigung [9]warnen, ermahnen.

VI. Songs. — Lieder.
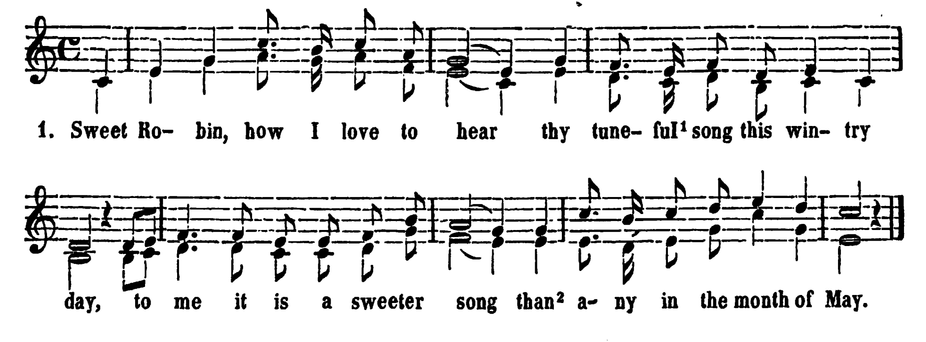
1. THE A, B, C.



2. Now my Alphabet is through;
Wilt thou hear my cousin too?
A, B, C, D, E, F, G,
She has said them all to me.

Q, R, S and T, U, V,
W (double u) and X, Y, Z.
Now we've said our A, B, C,
Let us have a kiss' from thee!

2. SWEET ROBIN. (Mel.: „Wem Gott will rechte Gunst erweisen." Fröhlich.)



[1] = harmonious, melodious, musical [2] why not „as"?

2. Thy music is as charming now,
When not a flow'r or leaf is seen,
As when the daisies[1] deck the fields
And all the woods are robed[2] in green.

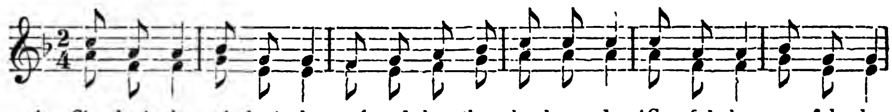
3. Thou dost not droop[3] thy merry wing,
Though thick and cold descends the snow,
And in thy song there is no pause,
Though loud the winds and tempest blow.

4. But yonder comes a raging storm
And ruffled[4] is thy crimson[5] breast;
Then spr*ea*d thy pinions[6], haste away,
And shelter[7] in thy little nest.
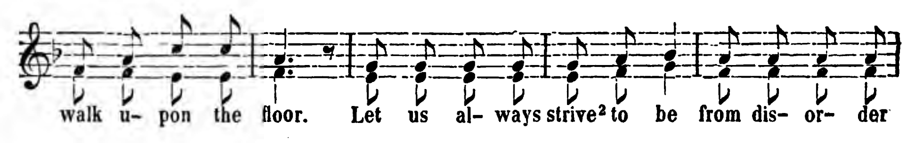
5. But Robin come to-morrow morn[8]
And sing another lay[9] to me,
And at my window thou shalt find
A crum*b* or two[10] of bread for thee.

[1]Gänseblümchen, Tausendschön [2]dressed with elegance [3]to hang down, to grow weak [4]to throw in disorder zerknittern [5]a deep red color, karmoisin (Kermes) [6]= wing Schwinge; to pinion = to bind the wings [7]to betake (sich begeben) to a safe place Schutz oder Obdach suchen [8]= morning früh [9]= song [10]a — or two ein paar, einige.
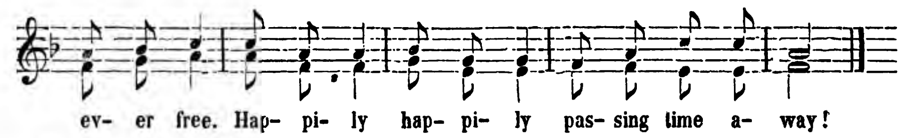
3. AT SCHOOL.



1. Si- lent- ly si- lent- ly ope[1] and close the schoolroom door! Careful- ly care-ful- ly



walk u- pon the floor. Let us al- ways strive[2] to be from dis- or- der



ev- er free. Hap- pi- ly hap- pi- ly pas- sing time a- way!

2. Cheerfully cheerfully
Let us in our work engage!
With a zeal[3], with a zeal,
Far beyond our age.
And if we should chance[4] to find
Lessons that perplex[5] the mind,
Persevere[6] persevere!
Never lesson fear!
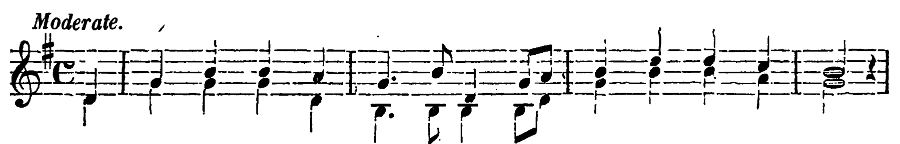
3. Now we sing, now we sing,
Gaily as the birds in spring,
As they hop, as they hop
On the high tree top.
Let us be as prompt[7] as they
In our work or in our play,
Happily happily
Passing time away!

[1]= to open, used only in poetry [2]v. streben [3]*but*: ze*a*lous eifrig. Syn. ardent, eager, earnest, fervent, anxious, warm, enthusiastic [4]„a" zufällig finden [5]= to plague, vex, tease, harass, confuse, bewilder, puzzle verwirren, in Verlegenheit setzen [6]= to persist, pursue steadily beharren (*persever'ance*) [7](fr.) quick, ready.

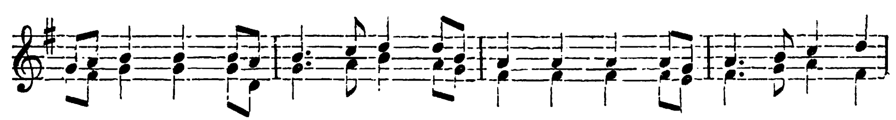
Questionary. How must we behave at school in entering? in crossing the room? What must we strive? How, then, shall we pass the time? How shall we work? But when we find hard lessons? How do children sing? How shall they work and play? Try to translate the poems into prose!

4. THE SPARROW, BEE, AND ANT. („Ich hatt' einen Kameraden." Silcher.)

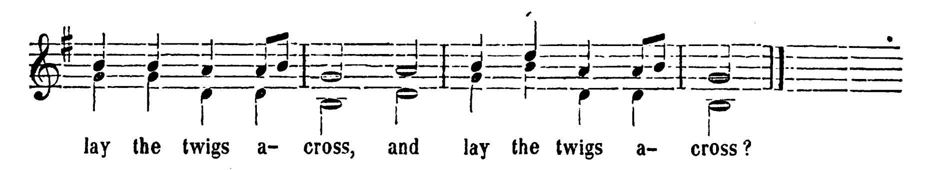
Moderate.



1. The Spar- row builds *her* litt- le nest of wool and hay and moss,



who taught her how to weave it best, who taught her how to weave it best an



lay the twigs a- cross, and lay the twigs a- cross?

2. Who taught the busy (i) bee to fly
Among the sweetest flow'rs
And lay her stores of honey by
To last[1] through winter's hours?

2. Who taught the little ant the way
Its winter home to bore[2]
And through the pleasant summer day
To gather up its store?

4. 'Twas God who taught them all the way
And gave their little skill,
And teaches children when they pray
To do His[3] holy[4] will.

[1] = To continue, endure, hold out dauern, währen [2] to perforate, penetrate, make a hollow bohren [3] a capital letter? [4] thus: *holy-day* = a religious festival; the same word is sometimes applied to any day of joy and exemption of labour, for which *holiday* is the more appropriate term.
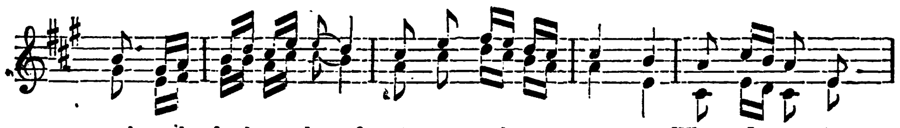
Questionary. Of what does the sparrow build her nest? How does she lay the twigs? What are twigs? How is the bee? Where does she fly? What does she lay by? Why? What is the ant doing? What does she gather? And when? Who taught this to the sparrow, bee, and ant? What did God give them? What does He teach children? When? What is a holy-day? and a holiday?

5. MY MOTHER. („Ohne Sang und ohne Klang." Hiller.)
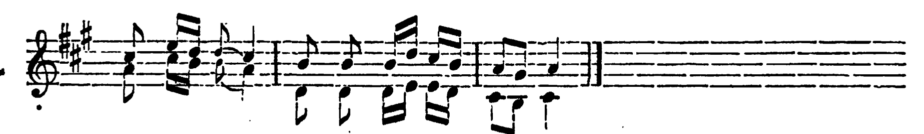
Gay.



1. There was a place in child- hood that I re-mem- ber well.
And there a voice of sweet tone, bright fai- ry tales[1] did tell. And soft



words and fond em-brace[2] gi- ven with joy to me. When I was in



that happy place there on my mo- ther's knee.

2. When fairy tales were ended,
Good night, she said softly
And kiss'd and laid me down to sleep
Within my tiny[3] bed
And holy words she told me there,
Methinks[4] I yet can see
Her angel eyes, as close I knelt
Beside my mother's knee.

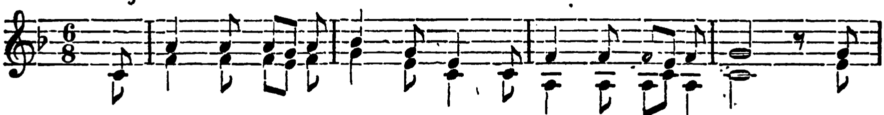
3. In the sickness of childhood,
The perils of my prime[5],
The sorrows of riper years,
The cares of ev'ry time,
When dou*b*t or danger weigh'd me down[6]
Then pleading[7] all for me,
It was a fer'vent[8] pray'r to heav'n
That bent my mother's knee.

[1]Feenmärchen [2](fr. *embrasser*) to press to the bosom (u) [3]teini, also: tini = very small, puny winzig, a word used by children and in burles*que*' (ludicrous or ridic'ulous) [4]one word: mich dünkt [5]first in time or rank, morning, beginning, spring ot life, best part [6]= to oppress, depress drücken [7](fr. *plaider*) to supplicate flehen [8]hot, earnest, glowing inbrünstig.

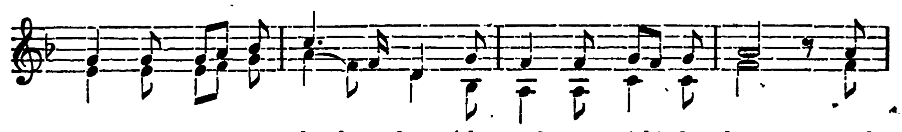
Questionary. Which place do you remember? What voice did you hear then? What tales did the sweet voice tell you? What was given with joy to you? Where? And when these tales were ended? Where did your mother lay you down? What is *tiny*? What words did she tell you? What means: angel eyes? Where and why did you kneel down? What did your mother do for you in later times? What often happens to us in ehildhood? in youth (prime), in the riper years, at every time? What often depresses us?

6. SPEAK GENTLY. („Da unten in der Mühle." Glück.)
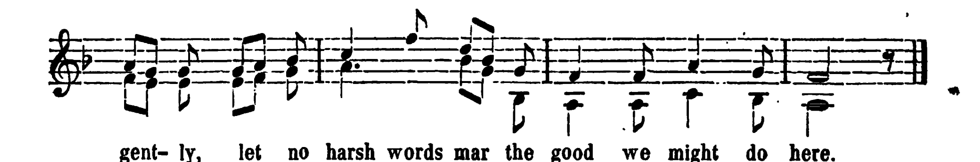
Moderately.



1. Speak gent- ly it is bet- ter far to rule[1] by love than fear, speak



gent- ly, let no harsh words mar[1] the good we might do here, speak



gent- ly, let no harsh words mar the good we might do here.

2. Speak gently to the little child,
Its love be sure to gain,
Teach it in accents soft and mild
From evil to refrain[3].
Teach it etc.

3. Speak gently to the young, for they
Will have enough to bear,
Pass through this life as best they may
'Tis full of anxious care.
Pass through etc.

4. Speak gently to the aged one,
Grieve not the careworn heart,
The sands[4] of life are nearly run,
Let such in peace depart.
The sands of etc.

5. Speak gently kindly to the poor,
Let no harsh words be heard,
They have enough they must endure[5]
Without an unkind word.
They have etc.
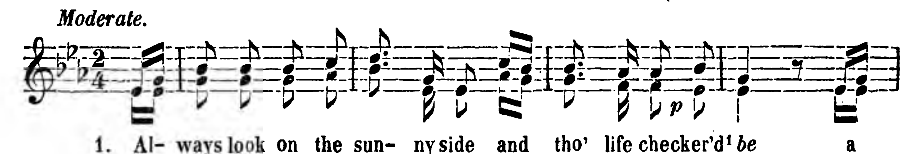
6. Speak gently to the erring ones,
They may have toiled[6] in vain,
Perchance unkindness made them so;
Oh, win them back again,
Perchance unkindness etc.
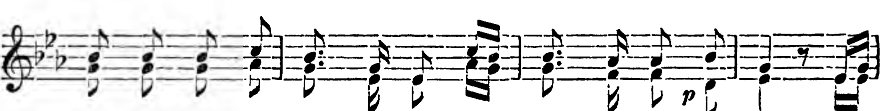
[1]Herrschen (ruler?) [2]to injure, to hurt verderben [3]to withhold, hold back (*n.* burden of a song, *le refrain*) [4]= hours (from the *hour-glass* of our an'cestors who me*a*sured time by the running of sand from one glass vessel to another through a small ap'erture) [5]erdulden [6]to work, labour with pain and fatigue', bemühen.
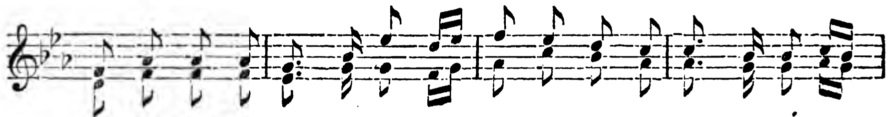
Questionary. How is the love of children and pupils won? What is often a kind word? And to what does it accustom? How must we speak then? and why? What may harsh words do? How shall we teach the little child? What shall we gain by that? From what will it refrain? Why shall we speak gently to young people? to old ones? to the poor? to the erring ones?
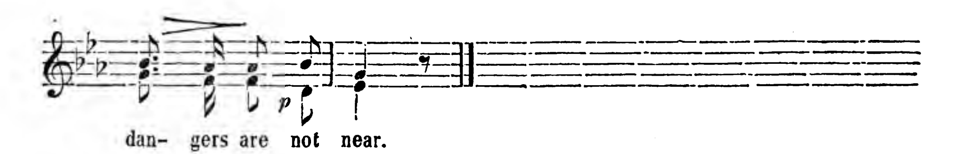
7. ALWAYS LOOK ON THE SUNNY SIDE. („Ade", Volkslied.)

Moderate.









2. Always look on the sunny side
And tho' you do not find
All things according to your wish,
Be not disturbed in mind.
The greatest evils that can come
By for'titude³ are light to bear,
Are pretty light to bear.

3. Always look on the sunny side!
There's health in harmless jest,
And much to soothe⁴ our worldly⁵ cares
In hoping for the best.
The gloomy path⁶ is far too dark
For happy feet to tread upon,
For happy feet to tread.

¹Variegated bunt, wechselvoll ²eingebildet (v. Phantasie) ³strength or firmness of mind Seelenstärke ⁴th = dh versüßen, lindern ⁵o=ö ⁶a.

4. Always look on the sunny side
And never yield[1] to doubt;
The ways of Prov'idence[2] are wise,
And faith will bear you out[3],
If you but make this max'im yours
And in its strength always abide[4],
And in its strength abide.
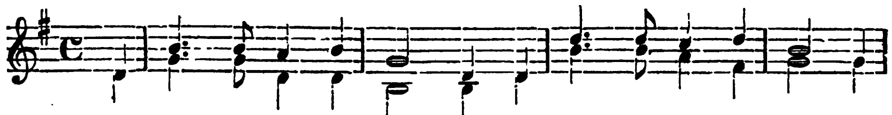
[1]„yihld" sich überlassen, nachgeben [2]without article [3]to bear out = to maintain', to support', to defend' to the last [4]to stay, to be firm festhalten, bleiben; abide, abode, abode.

Questionary. In what are old and young people wrong? What is the greatest happiness for children? How, then, ought they to be? How is a gladsome mind in regard to God, to hardship, to every thing? What means: to look on the sunny side? How is life often? What is a gay heart doing with respect' to cares? to time? When must we not be mournful? not disturbed in mind? What can we do by fortitude? What is in harmless jest? To what must we not yield? How are the ways of Providence? In what are we to abide?
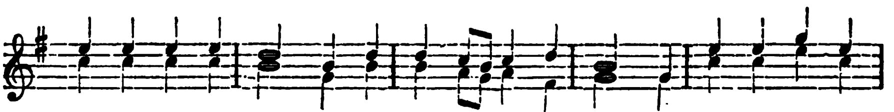
8. MORNING SONG.

(Translated from the German of John Kaspar Lavater: „Erwacht vom süßen Schlummer".)

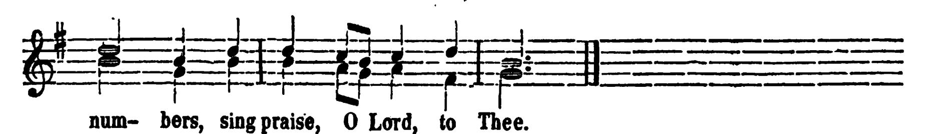
Moderate.



1. Re-fresh'd by gent- le slum- bers, from care and sor- row free, our



hearts in tune-ful num- bers, sing praise, O Lord, to Thee, our hearts in tune-ful



num- bers, sing praise, O Lord, to Thee.
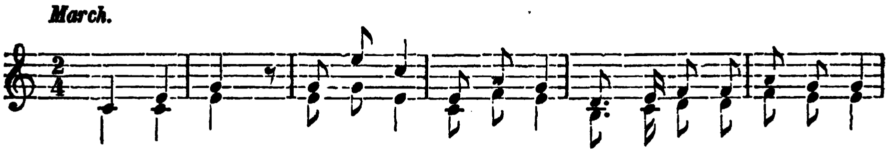
2. Thou spreadest joy and blessing,
Thou source of every good,
Then hear us Thee addressing
In songs of gratitude,
Then hear etc.

3. O may we, ceasing never,
Extol[1] Thee all our days;
Our heart and life be ever
An endless song of praise,
Our heart etc.
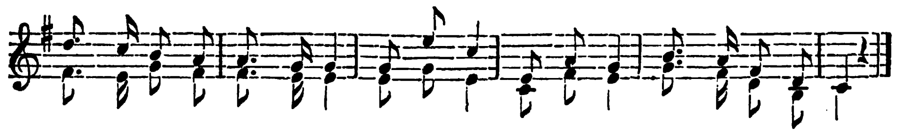
[1]Preisen.

9. THE WOODS. („Turner zieh'n", Volkslied.)

March.







2. Come come come!
Not a sigh, not a tear
E'er is found in sadness here;
Music soft, breathing near,
Charms away each care.
Birds in joyous hour, among
Hill and dale with grateful song,
Dearest strains here prolong,
Soothen[4] all the air!

3. Come come come!
When the day 's gently gone,
Ev'ning shadows coming on,
Then by love kindly won,
Truest bliss[5] be thine!
Ne'er was found a bliss so pure,
Never joys so long endure;
Who would not love secure,
Who would joys decline!
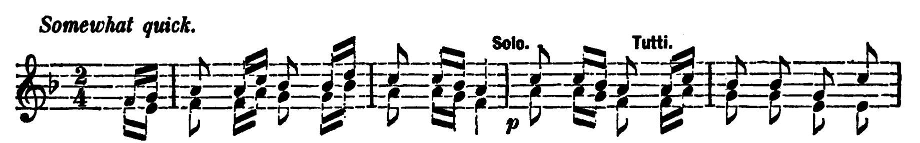
4. Hark hark hark!
Joyous sounds mark the day,
When from school we join in play:
Not a care clouds our way,
All is fill'd with bliss.
Like the sunbeams fair and bright,
Pleasant thoughts the hour invite.
Bless'd with hope, free and light,
Be each day like this!

5. Hark hark hark!
Time rolls on, 'tis the call
Bids us on to Learning's hall,
Wisdom's voice points to all
Hopes, the dearest known.
Faithful to our duties here,
Never may a pain be near,
Ne'er be seen sorrow's tear,
Joyous days our own!

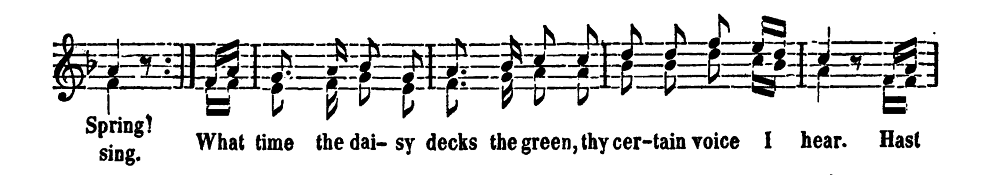
[1]Poetically for *morning* [2]dsch = precious stone (lat. *gemma*) [3]„dschjuel" Juwel [4]„dh" but: sooth(s) süß [5]more than blessing, the highest degree of happiness Seligkeit.
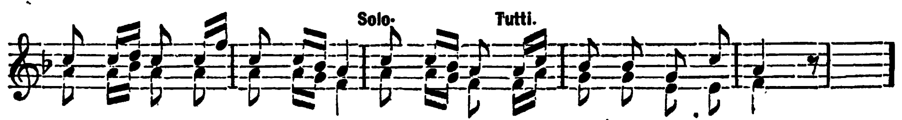
10. THE SWALLOW. („Muß i denn, muß i denn", Volksweise.)

Somewhat quick.



1. Hail beau-teous[1] stranger of the grove[2], of the grove, thou mes'-sen-ger of
Now heav'n repairs[3] thy ru- ral[4] seat, ru ral seat, and woods thy welcome
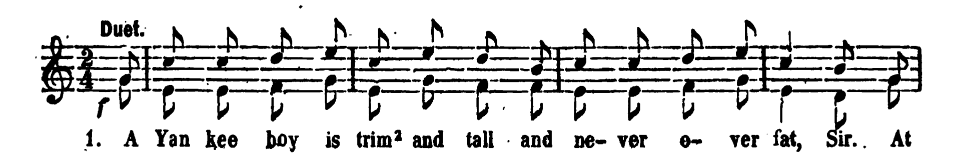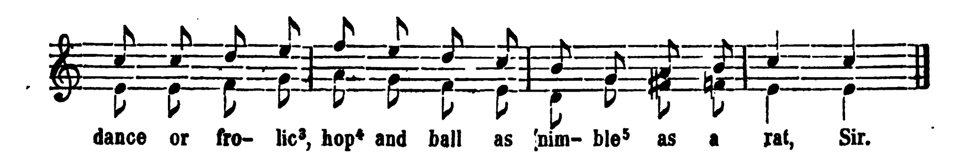




thou a star to guide thy way, guide thy way, or mark the rol- ling year?
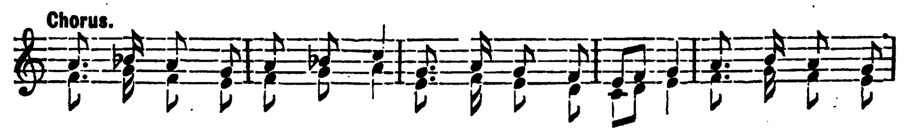
2. Sweet bird, thy bow'r[5] is ever green, ever green,
   Thy sky is ever clear.
Thou hast no sorrow in thy song, in thy song,
   No winter in thy year
O could I fly, I'd fly with thee,
   We'd make with joyful wing
Our annual visit o'er the globe, o'er the globe,
   Companions of the spring.

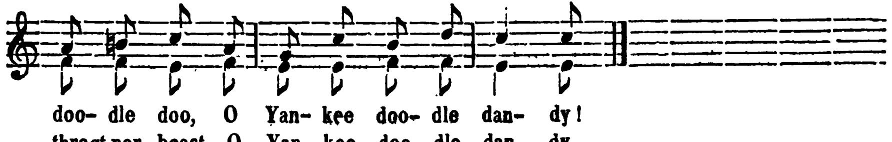
[1]Expresses a greater degree of beauty than *handsome*, and is chiefly used in poetry [2]a wood of small extent, a cluster of trees with a shaded av'enue Hain [3](fr. *réparer*) = to bring back to a good state after decay or partial destruction [4]= rustic, belonging to the country ländlich [5]bower = a shelter in the garden made with boughs of trees or shrubs twined together, also: a country seat or cottage; any shady recess, or retreat Laube, Bogengang, Hütte, Wohnung.

II. YANKEE DOODLE.[1]









[1]This is the national song of the Americans, without any poetical worth as so many other popular songs (the „Reiter aus Kurpfalz" f. i.). The word *yankee* is a corrupt pronunciation of the word *English* (or more probably of the word *Anglais*) by the native Indians of America; it is a popular and nick-name for the citizens of New England (i. e. the six eastern of the United States: Maine, New-Hampshire, Vermont, Massachussets, Rhode Island, and Connecticut), but applied, among foreigners, to all the inhabitants of the United States indiscriminately. *Doodle*, a trifler, a simple fellow, is in the burden (or refrain) without any meaning as our „dudeldum dey" [2]firm, tight, compact, in good order; a ship is *trim* = well built; a man is *trim* = well shaped and firm; a dress is *trim* = sits closely; a soldier is *trim* = stands erectly [3]a scene of gayety and mirth, as in dancing or play [4](Hopser) a dance, a leap on one leg (also: Hopfen) [5]light and quick in motion, swift flink [6](fr. *dandin*) a coxcomb, one who dresses himself like a doll (hochnasiger) Stutzer; the whole refrain without meaning. Some Americans give to the second refrain the meaning: *Yankee* (the American) beats *Dandy* (the English).

2. His door is always open found,
His ci'der of the best, Sir,
His board with pumpkin[1]-pie is crown'd,
And welcome every guest, Sir.
Yankee Doodle etc.

3. Though rough and little is his farm,
That little is his own[2], Sir,
His hand is strong, his heart is warm,
'Tis[3] truth's and honour's throne, Sir.
Yankee Doodle etc.

4. His coun'try is his pride and boast,
He'll ever prove[4] true blue[5], Sir.
When call'd upon to give his toast[6],
'Tis Yankee Doodle Doo, Sir.
Yankee Doodle etc.

[1]The common orthography in America is *pumpion* Kürbis [2]„My house is my castle" [3]= it is [4]„u" (fr. *prouver*) as *to move* v. *mouvoir* [5]ächtes Blau, ächt (*blue-devils* Melancholie; *blue-stockings* literary ladies) [6]drinking to the health or honour of somebody or somewhat (also: dried and scorched bread).

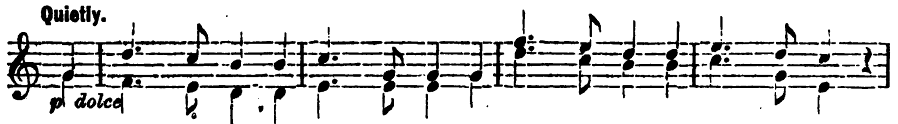
12. THE RHINE-WATCH[1]. — Die Wacht am Rhein.
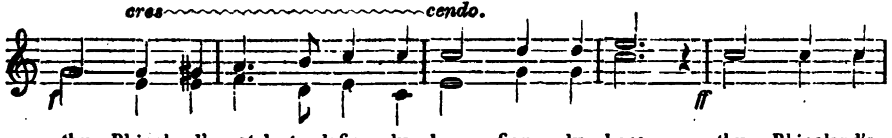


1. A roar[2] like thunder strikes the ear, like clang[3] of arms or break- ers[4] near: „On



for the Rhine, the Ger-man Rhine! Whoshields[5] thee, my be- lov- ed Rhine?"



Dear Fa- therland, thou needs[6] not fear, dear fa- therland, thou needs not fear;
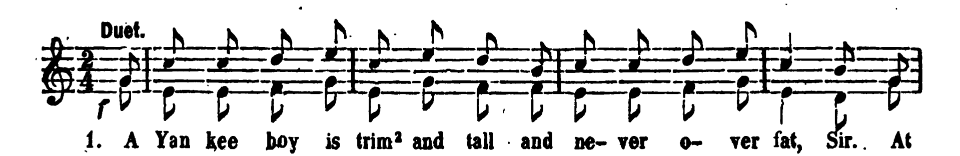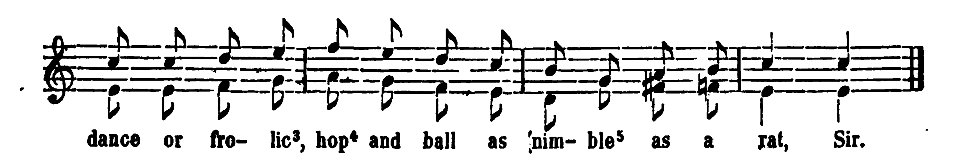


thy Rhineland's watch stands firm- ly here, firm- ly here, thy Rhineland's
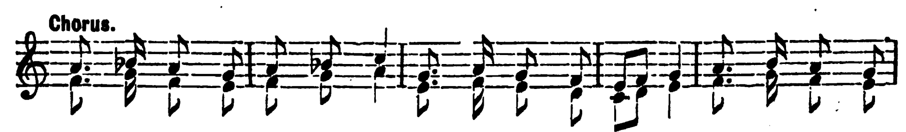


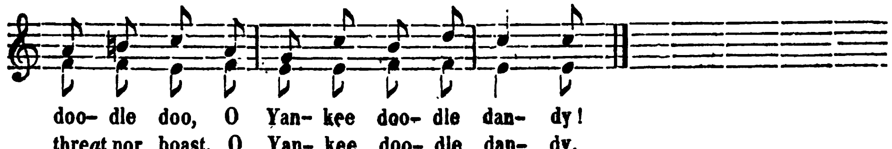
watch stands firm- ly here, firm- ly here.

H. YANKEE DOODLE.[1]









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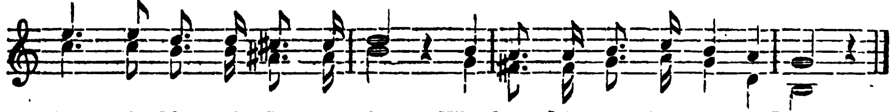
3. Though rough and little is his farm,
That little is his own[2], Sir,
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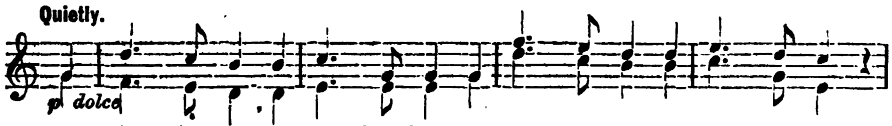
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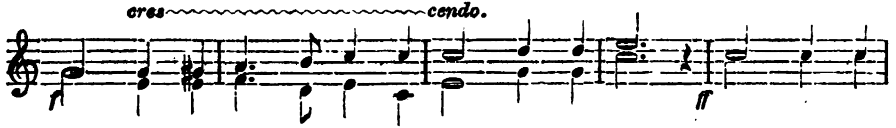
[1]The common orthography in America is *pumpion* Kürbis [2]„My house is my castle" [3]= it is [4]„u" (fr. *prouver*) as *to move* v. *mouvoir* [5]ächtes Blau, ächt (*blue-devils* Melancholie; *blue-stockings* literary ladies) [6]drinking to the health or honour of somebody or somewhat (also: dried and scorched bread).

12. THE RHINE-WATCH[1]. — Die Wacht am Rhein.











2. A hundred[7] thousand hearts beat high,
The flash[8] darts[9] forth from ev'ry eye,
For Teutons[10] brave, inured[11] by toil[12],
Protect their country's holy soil.
Dear fatherland etc. etc.

3. The heart may break in ag'ony[13],
Yet Frenchman thou shalt never be.
In water rich is Rhine, thy flood,
Germania, rich in heroes'[14] blood.
Dear fatherland etc. etc.

4. When heaven-wards ascends'[15] the eye,
Our heroes' ghosts look down from high;
We swe*a*r to g*u*ard our dear bequest[16]
And shield it with the German breast.
Dear fatherland etc. etc.

5. As long as German blood still glo*w*s[17]
The German s*w*ord strikes mighty blo*w*s,
And German marksmen[18] take their stand,
No foe[19] shall tre*a*d our native land.
Dear fatherland etc. etc.

6. We take the pledge[20]. The stream runs by;
Our banners[21], proud, are wafting[22] high.
On for the Rhine, the German Rhine!
We all die for our native Rhine.
Hence[23], Fatherland, be of good cheer[24],
Thy Rhineland's watch stands firmly here.

[1]Celebrated German war song. See the 2nd Part [2]a loud sound of some continuance, as of cannon, of a tempest, of the sea in a storm, of a lion or bull, of a person in distress, of laughter [3]a sharp, shrill sound, of arms, trumpets (also *clank*) [4]a rock which breaks the waves, or these waves themselves Brandung [5]„schihld" to cover with a shield, to defend, protect schützen, schirmen [6]= to want; this word is often used without the personal terminations, as he *need* not fear; thou *needs*, *needst* or *need* not [7]the words *hundred*, *thousand*, and *million* when used as adjectives are preceded by *a*; the same words used as substantives or followed by another number are preceded by *one* [8]= a sudden burst of light, as of a gun, of lightning, of joy or wit [9]to throw rapidly or suddenly a pointed instrument or a beam schleudern und Wurfspieß, schießen [10]an old people of Germany, the Germans [11]= accustomed, hardened by use; a man *inures* his body to labour and toil, to cold and heat; a soldier or seaman to hardships and privations gewöhnen, sich abhärten [12]= a labour with pain and fatigue, that oppresses the body or mind Mühseligkeit, harte Arbeit [13]= extreme pain of body and mind, the pangs of death Seelenangst, Todeskampf [14]why the plural in *es*? why the apostrophe? („flödd, blödd") [15]= to mount, to move or go upwards [16]a leg'acy, something left by will, or testament [17]= to shine, to burn with intense heat: the heart *glows* with love or zeal, a *glowing* breast, *glowing* cheeks glühen [18]= a man who is skilful to hit his mark, who shoots well Scharfschütze [19]= enemy, fiend (ih, an enemy in the worst sense, the devil) [20]a pawn security, warrant (*also* drinking the health) Unterpfand, Bürgschaft (a pawn-broker Pfänderverleiher) = we give the word, make the promise leisten den Schwur [21]= a square flag, ensign', stand'ard [22]„a" to bear or convey through air or water, to float wehen, flattern [23]= from this (time, cause, reason) [24]mirth, gayety (*also* provisions for a feast).

